

MFL Progression Framework – Knowledge 2023-4

By the end of Stage 1, learners will have acquired the following knowledge:	By the end of the Stage 2, learners will have built on the learning in Stage 1, and have acquired the following knowledge:	By the end of the Stage 3, learners will have built on the learning in Stages 1 and 2, and have acquired the following knowledge:	By the end of the Stage 4, learners will have built on the learning in Stages 1, 2 and 3, and have acquired the following knowledge:
Awareness of two groups of nouns in French (masculine and feminine)	Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine	Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: <i>La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres</i>	Comparing things using <i>plus</i> and <i>moins</i> + adjective
Begin to recognise 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with action verbs (e.g. <i>je danse, tu sautes, il galope, elle court</i>) as well as <i>être</i> and <i>avoir</i> (<i>J'ai, tu as, il est/ elle a</i>)	Recognise and use 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with regular verbs such as <i>jouer, manger</i> and <i>habiter</i> as well as high frequency irregular verbs like <i>être, avoir, aller</i> and <i>faire</i> . For example: <i>je joue, je vais, tu manges?, il habite, elle a</i>	Familiarity with and use of 1st, 2nd and 3rd person singular (<i>je, tu, il/elle</i>) and 3rd person plural (<i>ils/elles</i>) of a number of regular (<i>jouer, tourner, aimer, traverser, s'appeler</i>) and high frequency irregular verbs (<i>être, avoir, aller</i>). For example: <i>je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</i>	Awareness of three verb groups <i>-er, -ir</i> and <i>-re</i> and the role of the infinitive
Appreciate that words and letters in French can have a different sound or pronunciation to English	Making sentences negative (<i>J'aime</i> becomes <i>Je n'aime pas</i> ; <i>il pleut</i> becomes <i>il ne pleut pas</i>)	Formation of 3rd person singular and plural of regular <i>-er</i> verbs, i.e. remove <i>-er</i> and add <i>-e</i> for singular and <i>-ent</i> for plural	Conjugation of regular <i>-er</i> verbs and two high frequency verbs, i.e. <i>être</i> and <i>aller</i> in the present tense
Recognise plural nouns	Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: <i>un manteau bleu</i> but <i>une écharpe bleue</i> ; <i>un éléphant grand</i> but <i>une tortue grande</i>	Position of adjectives in a sentence (including <i>grand/petit</i> before the noun). For example: <i>une petite planète bleue; les grands nuages blancs</i>	Use of the infinitive with <i>Je veux</i> and <i>J'aime</i>
Know that French is spoken in countries other than France	Express a positive and negative opinion (<i>J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère</i>)	Giving positive and negative reasoned opinions, e.g. <i>J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</i>	Comparing the past and present using <i>il y avait / il y a</i> and <i>il/elle est / il/elle était</i>
Knowledge of aspects of life in France and Francophone countries including festivals and games	Partitive in singular and plural (<i>du/des, au/aux</i>)	Formation of the indefinite and definite article, e.g. <i>un/une/des, le/la/les</i> – plurals are the same whatever the gender.	Prepositions of place
	Conjunctions <i>et, mais</i> and <i>quand</i>	Sequencing and frequency adverbs, e.g. <i>après ça, ensuite, et puis, souvent, tous les jours</i>	Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number
	Formation of plural nouns by adding <i>-s</i> to most nouns but <i>-x</i> to nouns ending <i>-au</i> , e.g. <i>bateau</i> becomes <i>bateaux</i>	Awareness and use of <i>tu</i> and <i>vous</i>	Consolidation of all grammatical knowledge from Books 1– 3
	Instructions to <i>vous</i> , e.g. <i>Regardez! Venez ici!</i>	Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)	Knowledge of the geography of some Francophone countries including climate, terrain and fauna
	Awareness that French is spoken in countries other than France		
	Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography		