



## MFL Progression of skills

### Key Stage 2 National Curriculum Expectations

#### **Pupils should be taught to:**

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Listening

<b>Year 3</b>	<ul style="list-style-type: none"><li>• I can understand a few familiar spoken words and phrases (e.g. instructions, days of week or numbers);</li><li>• I can respond to the language with actions or symbols e.g. writing the correct number when I hear it;</li><li>• I can follow simple classroom instructions e.g. Listen, sit down.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• I can understand a range of familiar spoken phrases (e.g. basic phrases concerning myself, family and pets);</li><li>• I can respond to the language with actions or pictures;</li><li>• I can respond to a range of instructions and simple questions.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• I can understand the main points from a short spoken passage (a short rhyme or song);</li><li>• I can understand longer spoken conversations or texts with some unfamiliar language;</li><li>• I can respond to a range of questions with increasing confidence.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• I can understand the main points from a longer spoken passage with familiar and unfamiliar language;</li><li>• I can pick out the main points from a longer spoken passage;</li><li>• I can listen and respond to a range of spoken language with increasing confidence.</li></ul>

## Speaking

<b>Year 3</b>	<ul style="list-style-type: none"><li>• I can repeat or say a few words modelled by the teacher;</li><li>• I ask and answer simple questions e.g. name;</li><li>• I can say a simple sentence using familiar vocabulary;</li><li>• I can understand that sounds are different in other languages.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• I can ask and answer simple questions about myself;</li><li>• I can say 2 or 3 sentences using familiar vocabulary (name, age, family, pets);</li><li>• I can start to join sentences together using 'et' (and);</li><li>• I can try to pronounce words correctly.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• I can hold simple conversations on familiar topics;</li><li>• I can begin to express opinions (e.g. school subjects);</li></ul> <p>I can talk more independently, drawing on what I have been taught.</p>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• I can begin to link sentences using 'and', 'but' 'because';</li><li>• I can give opinions in French on different topics;</li><li>• I can use a wider range of vocabulary when speaking.</li></ul>

## Reading

<b>Year 3</b>	<ul style="list-style-type: none"><li>• I can recognise and read out a few familiar words and phrases (date, weather);</li><li>• I can use mime or actions to help learn vocabulary;</li><li>• I can begin to participate in short rhymes, songs or stories in French.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• I can understand familiar written phrases (weather, colours, someone writing about their pet or family);</li><li>• I can recognise familiar words in rhymes, songs or stories;</li><li>• I can use a simple word list or word mat to find the meaning of unfamiliar words.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• I can understand the main point(s) from a short written text (messages on a postcard or in an e-mail);</li><li>• I can use a bi-lingual dictionary to find the meaning of words;</li><li>• I can use different strategies to work out what new words mean (e.g. context or picture clues).</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• I can read and understand longer texts;</li><li>• I can answer comprehension questions about a text;</li><li>• I can decode more complex texts with the aid of a bilingual dictionary.</li></ul>

## Writing

<b>Year 3</b>	<ul style="list-style-type: none"><li>• I can copy simple words and phrases relating to the topic covered;</li><li>• I can write single familiar words from memory;</li><li>• I can write a simple modelled sentence.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• I can write one or two short familiar sentences using learned language;</li><li>• I can fill in the missing words on a simple form;</li><li>• I can use a scaffold to help write my own sentences.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• I can write three or more sentences using expressions which I have already learnt;</li><li>• I can use a scaffold to help me write longer or more complex sentences;</li><li>• I can use a bi-lingual dictionary or word list to help me spell words correctly.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• I can write a paragraph (using a model or scaffold);</li><li>• I can use a bilingual dictionary to extend my vocabulary;</li><li>• I have a growing awareness of grammatical structures.</li></ul>

## Grammatical Awareness

### Year 3

- I can recognise some word classes e.g. nouns, verbs and adjectives in English;
- I can begin to apply this knowledge to French;
- I can begin to recognise some adjectives in French e.g. colours;
- I understand that French words are spelt differently and may have accents.

### Year 4

- I can understand that in French nouns have a gender (le/la);
- I can begin to sort nouns by gender (e.g. nouns with le or un are masculine; words with la or une are feminine);
- I am beginning to understand about adjective position in French (colour words go after the noun).

### Year 5

- I can use a wider range of adjectives e.g. words for size or words like good, bad, interesting, boring to describe lessons (e.g Unit 7 School);
- I can begin to use conjunctions such as 'et' (and) 'mais' (but) to extend sentences;
- I can use en and à correctly when talking about going to places (e.g Unit 6 Le Monde).

### Year 6

- I can begin to understand that adjectives in French agree with the noun they describe (e.g. un short vert BUT une jupe verte) (e.g Unit 10 Clothes);
- I can recognise and use different prepositions (under, near etc) (e.g Unit 11 Places in Town);
- I can produce written and oral work that shows a growing awareness of grammatical structures.