

MFL Skills and Knowledge Progression

Listening

	Year 3	Year 4	Year 5	Year 6
Statutory Info (ELG/NC)	Understand and respond to spoken language from a variety of authentic sources			
Skills / Knowledge Strand	Listen to spoken language and show understanding by joining in and responding to simple instructions, classroom commands and simple questions.	Listen to and identify words and short phrases.	Pick out some of the detail from short spoken passages.	Pick out some of the detail from short spoken passages on a range of topics.
	Explore the patterns and sounds of language through songs, rhymes, poems and stories and link the spelling, sound and meaning of words.	Explore the patterns and sounds of language through songs, rhymes, poems and stories and link the spelling, sound and meaning of words.		

Speaking

	Year 3	Year 4	Year 5	Year 6
Statutory Info (ELG/NC)	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and questions, and continually improving the accuracy of their pronunciation and intonation			
Skills / Knowledge Strand	Speak in words, phrases and short sentences with accurate pronunciation, asking and answering simple questions.	Speak in words, phrases and short sentences, with accurate pronunciation, asking and answering a wider range of questions.	Prepare and practise simple conversations, with accurate pronunciation and intonation.	Engage in conversations without prompts using basic language structures and knowledge of grammar.
	Explore the patterns and sounds of language through songs, rhymes, poems and stories and link the spelling, sound and meaning of words.	Name and describe people, places and objects.	Express personal responses and opinions.	Ask for clarification and help.
			Make a short presentation using a model.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
				Make a short presentation describing people, places, things or actions.

Reading

	Year 3	Year 4	Year 5	Year 6
Statutory Info (ELG/NC)	Understand and respond to written language and discover and develop an appreciation of a range of writing in the language studied			
Skills / Knowledge Strand	Read and understand some familiar words and phrases	Read and understand familiar written phrases and simple writing	Read and understand short texts independently	Read and understand the main points and some in detail from a short written passage, using a dictionary to understand new words.
	Read aloud in chorus from a text	Follow a short text while listening, and reading some of the text aloud.		

Writing

	Year 3	Year 4	Year 5	Year 6
Statutory Info (ELG/NC)	Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt			
Skills / Knowledge Strand	Write familiar words and phrases using a model	Write simple words and phrases, using a model and single words from memory	Write words, phrases and short sentences using a model and some from memory	Write phrases from memory and adapt to write sentences on a range of topics
	Show awareness of masculine or feminine gender	Begin to use masculine or feminine gender	Show increased use of the correct masculine or feminine gender	Show increased use of the correct masculine and feminine gender
	Write negative statements	Show awareness of writing with adjectival agreement	Write with some accuracy of adjectival agreement	Write with increasing accuracy of adjectival agreement
			Write in past and simple future tense	Write using past tenses
			Use dictionaries to find new words and include in writing	Learn to conjugate high frequency verbs
				Use dictionaries to find new words and include in writing

	Year 3	Year 4	Year 5	Year 6
Vocabulary and patterns of language linked to these topics should be incorporated into the four strands and have been taken from the KS2 Scheme of work for languages (non-statutory)	<u>Getting to know you</u> -say hello and goodbye -introduce themselves -say if they are feeling good/bad/so-so -count to 10 -say how old they are <u>All about me</u> -give and respond to simple classroom instructions -name parts of the body from a song -identify colours -name items of clothing <u>Food, glorious food</u> -follow a story and join in the repeated aprts -say what foods from a set they like/dislike -describe the colour or size of an object -ask politely for something <u>Family and friends</u> -identify and introduce some of their relations -name some common pets -recognise some rooms in their homes <u>Our school</u> -listen and respond to topic vocabulary -demonstrate understanding with actions -write sentences converting le-la to un-une -answer questions using the topic vocabulary	<u>All around town</u> -name some of the major cities of France -identify and say typical amenities to be found in French towns -say and order multiples of ten -ask and give a simple address in French -locate the correct part of a bilingual dictionary to translate from French to English or vice versa <u>On the move</u> -name some types of transport -use Je...and Tu... correctly in simple sentences -respond to simple instructions for direction and movement -follow simple directions to find a place on a map <u>Going shopping</u> -listen and respond to topic vocabulary -answer questions using the topic vocabulary -take part in role play as a shopper/shopkeeper, speaking in French -greet and respond <u>Where in the world</u> -listen and respond to topic vocabulary	<u>Pleased to meet you</u> -demonstrate their prior learning from previous units -say a simple future sentence -give an intention for the immediate future -use body language or gesture to help understand -say how they are feeling -follow a simple story and recognise key vocabulary -present information about themselves with support <u>All about ourselves</u> -name some parts of the body -give a simple description of their eyes and hair -make simple statements using the 3 rd person -match emotions/health words with their picture <u>That's tasty</u> -listen and respond to topic vocabulary -answer questions orally using the topic vocabulary -write an answer in a sentence using a modelled sentence -take part in role play using the key phrases studied <u>Family and friends</u> -join in traditional songs and rhymes -recognise rhyming sounds	<u>Let's visit a French town</u> -make simple sentences with habiter (to live) -listen to and join in a song -recognise key words and phrases and respond -use gestures to support what they are saying -use a bilingual dictionary with support -identify places in a French town or city -listen for familiar vocabulary -recognise ordinal numbers -recognise a spelling pattern <u>Let's go shopping</u> -listen to and respond to topic vocabulary -answer questions using the topic vocabulary -take part in role play as a shopper/shopkeeper, speaking French -greet and respond -use the preposition entre -write money amounts in French, up to 500 Euros in multiples of 50 <u>This is France</u> -listen and respond to topic vocabulary -answer questions orally using the topic vocabulary -write an answer to a sentence using the topic vocabulary -create sentences independently, using a model sentence -write numbers in words which are multiples of ten -describe position up to 4 compass points <u>All in a day</u>

	Express simple opinions <u>Time</u> -say and order the days of the week -say and order the months of the year -count on from 11-31 -say their own birthday	-answer questions orally using the topic vocabulary -write an answer in a sentence using the topic vocabulary -use an English/French dictionary to translate from English to French <u>What's the time</u> -say and write a sentence to tell the time (o'clock) -count in fives to at least 30 -understand and use the terms avant and apres -answer questions about a TV schedule <u>Holidays and hobbies</u> -listen and respond to topic vocabulary -answer questions orally using the topic vocabulary -write an answer in a sentence using the topic vocabulary -present ideas and information orally to a range of audiences	-use 1st person possessive adjectives confidently and recognise that third person is different -introduce family members -say what sort of home they live in and name items inside -give a simple opinion about a named animal or object -construct a simple sentence about a variety of topics <u>School life</u> - listen and respond to topic vocabulary -answer questions orally using the topic vocabulary -answer questions in writing using the topic vocabulary -take part in a conversation with a partner and show it to an audience <u>Time travelling</u> -recognise number words in spoken sentences -say numbers larger than 100 Match the subject and verb for high-frequency verbs -recognise when someone is saying a date	-say and write a sentence to tell the time (o'clock and half past) -understand and use the terms used for a.m and p.m –<i>du matin, de l'après-midi and du soir</i> -tell the time in 24-hour time –o'clock and half past -read and interpret timetables in 24-hour times-o'clock and half past <u>Our precious planet</u> -identify some key environmental challenges in their local area -use 'il y a' to say what challenges there are -say what environmental actions they are going to take -make simple statements about what environmental actions some groups of people are going to do -link their sentences with 'et' -write and read aloud a short paragraph <u>More to explore</u> -identify and repeat some key French sounds -remember some information about France, French-speaking countries and French culture -follow a simple story in French with familiar language -look up a word in a French dictionary or online language tool -take part in a short conversation in French -understand some key information in written and spoken French -write a few sentences about themselves in French -understand some key grammar points eg genders and plurals of nouns
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