



Ashby Hastings Primary School

“Inspiring minds to foster confidence”

Skills Progression

Modern Foreign Languages (MFL)

	Y3	Y4	Y5	Y6
Listening	<p>Skills and Knowledge: Listen and respond to familiar spoken words and phrases</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> • Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. • Recognise numbers 1-10 • Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action. <p>Arriving in Year 4 able to:</p> <ul style="list-style-type: none"> • Enjoy listening to songs, poems and stories. • Listen carefully and identify familiar words in songs, poems and simple stories. 	<p>Skills and Knowledge: Listen for specific phonemes, words and phrases</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> • Pick out phonemes, words and phrases in songs, stories and rhymes. • Begin to recognise higher numbers in meaningful contexts • Listen to up to three simple sentences using familiar vocabulary and answer questions e.g. How old is Nicole? • Respond to a wider range of classroom e.g. Open the window/door, We are going to work with a partner. I'd like you to a place on the carpet, put your hand up when you hear the sound ... 	<p>Skills and Knowledge: Listen attentively and understand more complex phrases and sentences</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> • Identify key points in a new context e.g. a story, which contains familiar language • Understand higher numbers e.g. in dates • Follow instructions and directions e.g. for a short PE lesson or simple directions <p>Arriving in Year 6 able to:</p> <ul style="list-style-type: none"> • Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points • Identify specific sounds in familiar and unfamiliar words. • Identify numbers confidently to 31 and 	<p>Skills and Knowledge: Understand the main points and simple opinions in spoken sources e.g. story, song or passage</p> <p>Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to longer texts NB In Y6, children should be listening to texts read by people other than their teacher. <input type="checkbox"/> Understand numbers in context e.g. the year, quantities <p>Arriving in KS3 able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that some sounds and letter combinations need to be said and written differently from in English <input type="checkbox"/> Listen to spoken foreign language for details and gist. Identify key points and

	<ul style="list-style-type: none"> • Recognise, with confidence, numbers to 10 and know own age • Follow simple classroom instructions. 	<ul style="list-style-type: none"> • Recognise letters of the alphabet when they hear them <p>Arriving in Year 5 able to:</p> <ul style="list-style-type: none"> • Continue to enjoy listening to songs, rhymes and stories. • Identify specific phonemes, words and phrases. • Listen to a short text using familiar vocabulary and answer simple questions in English. • Respond to a wider range of classroom instructions 	<p>beginning to become familiar with higher numbers</p> <ul style="list-style-type: none"> • Enjoy the challenge of meeting unfamiliar language 	<p>some detail.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. <input type="checkbox"/> Follow a wide range of classroom instructions. <input type="checkbox"/> Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7
Speaking	<p>Skills and Knowledge: Communicate with others using simple words, phrases and short sentences Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> • Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are • Ask and answer simple questions about self, e.g. name and age • Form simple, repetitive sentences using new vocabulary e.g. I am wearing a jumper. I have a blue shirt. <p>Arriving in Year 4 able to:</p> <ul style="list-style-type: none"> • Take risks when practising new language and understand that making accurate sounds in another 	<p>Skills and Knowledge: Communicate by asking and answering a wider range of questions and presenting short pieces of information Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> • Use a wider range of familiar nouns and adjectives to talk about themselves, e.g. say what foods they like/dislike, describe the colour of size of an object *follow a story and join in the repeated parts • Ask and answer questions using a wider range of question forms e.g. the pets you have, and to seek help 	<p>Skills and Knowledge: Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Understand and express more complex opinions Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> • Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? • Give simple instructions and directions e.g. for where you are or someone else is in the school 	<p>Skills and Knowledge: Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Understand and begin to use the past tense to describe events Present to an audience e.g. role-play, presentation, performance.</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and use numbers in context e.g. house number, age, number of objects, also ordinal number <input type="checkbox"/> Give a description e.g. of a house or other building <input type="checkbox"/> Seek clarification of meaning How is that written in French? I don't understand. Can you repeat that? <p>Arriving in KS3 able to:</p> <ul style="list-style-type: none"> • Take part in a simple conversation, ask and answer questions and express opinions.

	<p>language means they will have to make different mouth movements.</p> <ul style="list-style-type: none"> • Pronounce very familiar language with good pronunciation and intonation. • Ask and answer questions on a limited range of topics such as name, how they feel, age, which they have practised regularly. 	<p>in the classroom e.g. Can you say that again, please? I don't understand.</p> <ul style="list-style-type: none"> • Express preference about what they like e.g. food, animals, colours <p>Arriving in Year 5 able to:</p> <ul style="list-style-type: none"> • Join in speaking activities willingly and confidently. • Recall simple vocabulary such as colours, family, food, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have a brown dog, • Begin to use simple conjunctions e.g. I have a brown dog and a white cat • Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as like, love, hate, adore, detest. • Ask and answer questions in 1st, 2nd, 3rd person singular. • Begin to use pronouns • Recite a few lines from a story, poem or song with good pronunciation 	<ul style="list-style-type: none"> • Begin to understand and express future events e.g. My birthday will be in March <p>☐ Take part in conversations expressing likes, dislikes and preferences e.g. I like to read and play music</p> <p>Arriving in Year 6 able to:</p> <ul style="list-style-type: none"> • Use spontaneously, a limited range of phrases and sentences to seek clarification and help. • Pronounce and use the alphabet with increasing accuracy. • Use simple conjunctions so that they can create more complex sentences. • Have the vocabulary to give the opinions they want to express. <p>*Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</p>	<ul style="list-style-type: none"> • Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy • Use spoken language confidently to initiative and sustain a simple conversation. • Present simple information on a familiar topic to the class. • Use peer- and self-assessment strategies to support language learning • Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. • Use a range of questions and statements spontaneously to seek clarification and help.
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<p>Reading</p>	<p>Skills and knowledge: Recognise and understand some familiar written words and phrases Begin to show some awareness of sound-spelling links</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> • Read and understand familiar nouns e.g. parts of the body, items of clothing, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I have, I am. • Read aloud familiar words and phrases from stories, songs and rhymes <p>Arriving in Year 4 able to:</p> <ul style="list-style-type: none"> • Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. • Read aloud and understand a simple conversation with a partner that uses familiar language. • Begin to write a few familiar words from memory and know that all attempts will be valued 	<p>Skills and knowledge: Read and understand familiar written words, phrases and short texts made of simple sentences Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time. Begin to apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? <input type="checkbox"/> Follow a text such as a song or poem whilst listening to it at the same time <input type="checkbox"/> Use strategies to work out meaning of new words. <p>Arriving in Year 5 able to:</p> <ul style="list-style-type: none"> • Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. • Follow a text displayed in the classroom at the same as listening to it. • Read familiar words, phrases and short sentences 	<p>Skills and knowledge: Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practise reading aloud a poem to perform in assembly. <input type="checkbox"/> Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, that contain familiar and new vocabulary <p>Arriving in Year 6 able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work well with a partner to work out a short text containing familiar and unfamiliar language. 	<p>Skills and knowledge: Read aloud from a text with good expression Read and understand the main points and some detail from a short written passage.</p> <p>Example contexts and language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read poems and their own written work such as description on buildings in a town, directions on how to reach a destination <input type="checkbox"/> Read and understand the main points and some detail from a short written passage e.g. extract from a story, poem, instructional texts, simple newspaper article <p>Arriving in KS3 able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents and cedillas exist in the foreign language, why they are used and what they do. <input type="checkbox"/> Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. <input type="checkbox"/> Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. <input type="checkbox"/> Understand key points in short written texts in unfamiliar contexts <input type="checkbox"/> Find the meaning of new words by using a bilingual dictionary.
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Writing	<p>Skills and knowledge: Write some familiar simple words using a model and some from memory</p> <p>Examples of contexts and language: * Write one or two simple sentences, using a model e.g. name and age to introduce themselves. *Label a picture they have drawn e.g. items of clothing they are wearing * Complete a simple gapped text such as a passport.</p> <p>Arriving in Year 4 able to: * Complete a simple gapped text by adding three or four familiar words. * Write two or three sentences on a familiar topic using a writing frame and word bank</p>	<p>Skills and knowledge: Write a few simple sentences from memory Apply phonic knowledge to support writing</p> <p>Examples of contexts and language: <input type="checkbox"/> Write a few simple sentences using a word bank to describe your family e.g. My dad is called... My mum is ... years old *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; In the context of introducing people <input type="checkbox"/> Experiment with writing new words</p> <p>Arriving in Year 5 able to: <input type="checkbox"/> Write a few sentences using words banks and writing frames for support. <input type="checkbox"/> Begin to use pronouns.</p>	<p>Skills and knowledge: Write simple sentences and short texts using a model Use a dictionary</p> <p>Examples of contexts and language: <input type="checkbox"/> Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a description of what is in your pencil case, the rooms in our school etc. <input type="checkbox"/> Use simple conjunctions such as and (et), but (mais) to form more complex sentences. <input type="checkbox"/> Change elements in a given text e.g. colour and number of crayons</p> <p>Arriving in Year 6 able to: <input type="checkbox"/> Write three or four sentences using word/phrase bank. <input type="checkbox"/> Write more interesting sentences by adding one or two simple conjunctions</p>	<p>Skills and knowledge: Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure</p> <p>Examples of contexts and language: <input type="checkbox"/> Use adjectives to add interest and detail to a description <input type="checkbox"/> Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email <input type="checkbox"/> Have some understanding of how to use the past tense</p> <p>Arriving in KS3 able to: <input type="checkbox"/> Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word</p>

		<input type="checkbox"/> Show willingness to have a go at writing new words using phonic knowledge	<input type="checkbox"/> Personalise a text by changing one or two elements	order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. <input type="checkbox"/> Use peer and self-assessment strategies to support language learning.
Grammar	<p>Skills and knowledge: Understand some basic French grammar: * gender – masculine, feminine nouns (singular) • word order of adjectives i.e. colour word after noun e.g. les yeux noirs, le pantalon bleu</p> <p>Examples of contexts and Language: • Match the correct definite/indefinite to a series of familiar nouns (e.g. clothing or body parts) with increasing accuracy. • Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red coat, a yellow skirt. • recognise there is a difference between formal and informal language</p> <p>Arriving in Year 4 able to: • Notice (where relevant) that the definite/indefinite article changes according to gender of noun. • Notice differences in word order</p>	<p>Skills and knowledge: Understand some basic French grammar: • gender – masculine, feminine – mon, ma, mes (possessive – my) du, de la, des (some) singular and plural; adjectives, pronouns • verbs - 1st, 2nd 3rd persons in questions and answers (Je, Il, Elle) • how to form the negative *modify a colour adjective</p> <p>Examples of contexts and Language: <input type="checkbox"/> Match correctly definite/indefinite article to singular and plural familiar nouns <input type="checkbox"/> Place familiar adjectives e.g. size and colour in correct order. <input type="checkbox"/> Select the correct colour adjective to describe masculine and feminine nouns <input type="checkbox"/> Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do</p>	<p>Skills and knowledge: Understand some basic French grammar • gender – masculine, feminine</p> <p>Examples of contexts and language: <input type="checkbox"/> Begin to know how to form the future and past tense e.g. Tomorrow it will be Wednesday Yesterday it was Monday <input type="checkbox"/> Begin to better understand how possessive articles e.g. my, his, her change according to gender</p> <p>Arriving in Year 6 able to: <input type="checkbox"/> Explain confidently the word order for familiar adjectives <input type="checkbox"/> Adapt endings to familiar adjectives with increasing accuracy <input type="checkbox"/> Start to apply correct endings to a few possessive articles <input type="checkbox"/> Create simple sentences about the future. <input type="checkbox"/> Have some understanding of the term ‘conjugation’ and what it means when looking at familiar verbs in the present tense e.g. conjugate verb avoir (to have) or aimer (to like).</p>	<p>Skills and knowledge: Understand some basic grammar appropriate to the language being studied: • verbs –begin to use the past and future tense in simple contexts</p> <p>Examples of contexts and language: <input type="checkbox"/> Begin to use past tense/future tense in spoken work e.g. when giving a report, when describing what they had to eat that day/what they are going to eat. <input type="checkbox"/> Begin to identify tenses from a selection of sentences written in the present, past and future tense.</p> <p>Arriving in KS3 able to: <input type="checkbox"/> Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary <input type="checkbox"/> Show some understanding of past and future tense in spoken and written work <input type="checkbox"/> Use high frequency adjectives with reasonable accuracy ie word order and endings</p>

you like cheese? Yes, I like cheese.

Arriving in Year 5 able to:

- Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.
- Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.

Have increased understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense e.g. conjugate verb aller (to go)