

MFL Progression

Key Stage 2 Languages Programme of Study

Pupils should be taught to:

- Listen attentively to spoken languages 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 use of a dictionary
- Write phrases from memory, and adapt these to new structures, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language 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.

	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> <p>Join in with a song or rhyme in a group.</p> <p>Recognise and say key phonic sounds.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p> <p>Recognise key letters of the alphabet.</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
Reading	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in stories or poems) in longer texts.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school)</p>
Writing	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns.)</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank, word mat or knowledge organiser)</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" to express what they and other people do, like etc.)</p>	<p>Write longer sentences / short paragraphs from memory or using supported materials</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives in a sentence and understand the concept of adjectival agreement.</p>

	Year 3	Year 4	Year 5	Year 6
Knowledge about Languages: Grammar / Vocabulary / Phonics	<p>Start to understand the concept of gender (masculine, feminine)</p> <p>Understand and communicate familiar nouns (e.g. animals, sports) including the correct article (dependent on gender).</p> <p>Use simple adjectives (e.g. colours).</p> <p>Use some simple verbs in the first person "I" form (e.g. I am and I play).</p> <p>Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</p>	<p>Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand and use the negative form.</p> <p>Understand and use high frequency verbs in the first person</p>	<p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand and communicate simple descriptions in writing.</p> <p>Start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you").</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs</p>
Cultural understanding	<p>Each half term pupils will learn about a relevant tradition or festival in France e.g</p> <p>Customs of meeting and greeting in France</p> <p>Christmas traditions in France</p> <p>Comparing La Chandeleur & Shrove Tuesday</p> <p>Easter traditions in France</p> <p>Mother's Day in France</p> <p>Spotlight on La tour de France</p>	<p>Each half term pupils will learn about a relevant tradition or festival in France e.g</p> <p>Customs of meeting and greeting in France</p> <p>Christmas traditions in France</p> <p>Comparing La Chandeleur & Shrove Tuesday</p> <p>Easter traditions in France</p> <p>Mother's Day in France</p> <p>Spotlight on La tour de France</p>	<p>Each half term pupils will learn about a relevant tradition or festival in France e.g</p> <p>La rentrée scolaire</p> <p>Saint Nicolas</p> <p>Novel an chinois</p> <p>Easter traditions in France</p> <p>Mother's Day in France</p> <p>Spotlight on La tour de France</p>	<p>Each half term pupils will learn about a relevant tradition or festival in France e.g</p> <p>La rentrée scolaire</p> <p>Saint Nicolas</p> <p>Nouvel an chinois</p> <p>Easter traditions in France</p> <p>Mother's Day in France</p> <p>Spotlight on La tour de France</p>