

MFL

Skills Progression



	Year 3	Year 4	Year 5	Year 6
Listening Listen attentively to spoken language and show understanding by joining in and responding	Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Can follow along and repeat key words from a song, rhyme or poem.	Can understand and respond to a range of familiar spoken words and short phrases. Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Can join in with familiar short songs, rhymes or poems, or parts of them.	Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.
Listening Explore the patterns, sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Can recall key phonics words (and gestures), and read them aloud with good pronunciation.	Can recognise and match key sounds and words that rhyme.	Can write high-frequency familiar words from his/her oral vocabulary when s/he hears them spoken slowly and clearly, with understandable spelling.	Can write individual words accurately, building them from written syllables. Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.
Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Can ask and answer simple pre-learned questions from memory. (May be restricted to a couple of topics covered in class. May not yet understand the formation of questions and answers.)	Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. (May still not understand how to form questions / answers independently.)	Can ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words.	Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
Speaking Ask for clarification and help	Can indicate that there is a problem using a pre-learned phrase. (e.g. répétez s'il vous plaît)	Can use simple pre-learned words and phrases for routine situations.	Can use several short phrases and questions in predictable classroom interaction.	Can use a repertoire of classroom language with teacher and peers.
Speaking Speak in sentences Describe people, places, things and actions orally (to a range of audiences)	Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Can produce short preprepared phrases on a familiar topic, with secure pronunciation.	Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.
Speaking Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Can read aloud some very familiar words and short phrases with accurate pronunciation	Can match sound to print, by reading aloud familiar words and phrases.	Can read short phrases accurately that contain mostly familiar language.	Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.

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Reading Read and show understanding of words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language	Can understand some familiar written words and short phrases.	Can read and understand a range of familiar written phrases	Can understand familiar words and very simple sentences, for example on notices and posters.	Can understand a short text made up of short sentences with familiar language on a familiar topic.
Reading Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	Can use the visual cues and context to follow the gist of a short text.	Can identify the overall type of text from its lay-out, contextual cues and a few familiar words.	Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.	Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.
Reading Use a dictionary	Can use a word list to locate specific words.	Can use a word list (or dictionary or online resource) to check the spelling of a word.	Can use alphabetical order confidently. Can recognise and use the main dictionary codes for nouns. Can find the meanings of new nouns. Can appreciate that there may be more than one entry for each word.	Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. Can appreciate that there is not always a direct equivalent in English.
Writing Write words and phrases from memory describe people, places, things and actions in writing	Can write some single words from memory, with plausible spelling.	Can write simple words and several short phrases from memory with understandable spelling.	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
Writing Adapt phrases to create new sentences describe people, places, things and actions in writing	Can, with support, substitute one element in a simple phrase or sentence to vary the meaning.	Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)	Can write sentences on a few topics using a model, e.g. a writing frame.

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Grammar Understand basic grammar - gender of nouns - definite and indefinite articles - singular and plural forms of nouns - adjectives (place and agreement)	Recognise that nouns are either masculine or feminine Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles Understand that a plural noun will normally add an 's' but that this does not affect the pronunciation of the word	Apply masculine and feminine articles, with a degree of accuracy, to known nouns Understand that there is a plural version of the definite article (les) and the indefinite article (des) Understand that 'l' is used with singular nouns that begin with a vowel Apply knowledge of regular plural nouns with a degree of accuracy Use an adjective with 'c'est'	Apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns. Recognise that some nouns will have a different plural form. Use a bi-lingual dictionary to find new nouns and adjectives. Understand that most adjectives will follow the noun and begin to apply this to known language. Understand that many adjectives have either a masculine or feminine form and this may affect the pronunciation of the word. Understand that there is a different subject pronoun (il/elle) for masculine and feminine nouns.	Apply knowledge of gender to other parts of speech – e.g. prepositions, partitive article (du/de la/de l' /des). Apply knowledge of the variations in plural nouns with a degree of accuracy. Apply the conventions of word order to nouns and adjectives with a degree of accuracy. Understand that adjectives also have a plural form and begin to apply to known language. Apply knowledge of the regular feminine agreement of adjectives to both known and new language with a degree of accuracy.
Grammar Sentence building and forming questions	Substitute one known noun for another in a simple sentence. Recognise a question	Begin to substitute a new noun for a known noun in simple sentences Build sentences from a selection of known words and phrases following a model Use simple conjunctions e.g. et/mais Build questions from a selection of known phrases following a model e.g. tu aimes... le foot? Begin to use a bi-lingual dictionary to find new nouns	Build sentences from a range of words and phrases including some new language Build longer sentences using a range of conjunctions e.g. parce que, cependant, aussi Form direct questions with a variety of known verbs using intonation e.g. tu es sportif? tu joues au foot? Begin to use a bi-lingual dictionary independently	Create longer sentences drawing on a range of known and new nouns, adjectives, pronouns, verbs, adverbs and conjunctions Create a short paragraph from a number of linked sentences Form questions using i.e. est-ce que, qu'est-ce que, où, pourquoi and understand that question formations in French do not necessarily correspond to their English equivalents. Use a bi-lingual dictionary confidently to enrich the quality of sentences