

# MFL Skills Progression

	Y3	Y4	Y5	Y6
Listening	<p>Listen and respond to familiar spoken words and phrases</p> <p>Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</p> <p>Understand and respond to simple classroom instructions.</p>	<p>Identify phonemes, words and phrases in songs, stories and rhymes.</p> <p>Understand higher numbers including multiples of 10</p> <p>Understand and respond to a wider range of classroom instructions</p>	<p>Listen attentively and understand more complex phrases and sentences</p> <p>Understand numbers up to and including 100 in the context of money, recipes and numeracy.</p> <p>Follow instructions and directions.</p> <p>Recognise letters of the alphabet.</p>	<p>Listen to stories being read in the target language by native speakers, and understand the key points.</p> <p>Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions.</p> <p>Understand numbers in context, e.g. the current year, telling time</p>
Speaking	<p>Use simple greetings</p> <p>Ask and answer simple questions about self.</p> <p>Express simple likes and dislikes.</p> <p>Recite numbers up to 31</p>	<p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters</p> <p>Ask and answer questions using a wider range of question forms and to seek help in the classroom.</p> <p>Express preference about what they like.</p>	<p>Ask how something is spelt and respond appropriately.</p> <p>Give simple instructions and directions.</p> <p>Begin to understand and express future intentions.</p> <p>Take part in conversations expressing likes, dislikes and preferences.</p> <p>Use simple conjunctions to link sentences</p>	<p>Initiate and sustain a conversation with at least four exchanges.</p> <p>Give or follow instructions with a partner.</p> <p>Use transactional language for practical situations, e.g. ordering food in a cafe</p> <p>Describe a place, object or person linked to the unit of work (e.g. a town, a person, a monster, a planet.)</p> <p>Express and justify opinions, e.g. I like netball because it's fun.</p> <p>Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy</p> <p>Use a range of questions and statements spontaneously to seek clarification and help, e.g. I need a pencil.</p> <p>To know that symbols such as accents, cedillas and umlauts exist in the foreign language, and that they change pronunciation.</p>
Reading	<p>Read aloud and understand simple key vocabulary from units of work taught.</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Follow text while listening and reading at the same time.</p>	<p>Practise reading aloud a poem to perform in assembly.</p> <p>Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary</p>	<p>Read and understand the main points and some detail from a short written passage.</p> <p>Read in groups, simple play scripts, poems, their own written work (e.g. weather report, poem, instructional texts).</p> <p>Expand vocabulary by using a bilingual dictionary.</p>
Writing	<p>Write simple sentences, using a model and a word bank.</p>	<p>Write 3-5 sentences using models, words banks and writing frames for support on a given topic.</p>	<p>Write a short paragraph using word/phrase bank.</p> <p>Write more complex sentences by adding simple conjunctions.</p>	<p>Write sentences and construct short texts using a model.</p> <p>Write a few sentences from memory, using knowledge of words, text and structure</p>

	Complete a simple cloze procedure.	Begin to use pronouns.	Personalise a text by changing one or two elements.  Use a bilingual dictionary to check spelling.	Use adjectives to add interest and detail to a description.  Use some simple adverbs to make sentences more interesting.  Writing reflects understanding of gender of nouns, forming the plural, word order.
Grammar	Understand some basic grammar appropriate to the language being studied: gender, word order of adjectives and forming the negative.	Select the correct colour adjective to describe masculine and feminine nouns.  Be able to use 1st, 2nd and 3rd person verb forms and pronouns to ask and answer questions.	To know how to form the future tense.  Adapt endings to familiar adjectives with increasing accuracy.  To apply correct endings to a few possessive articles.  To explain with confidence how to form the negative in simple sentences.	Understanding of key grammar concepts: (verbs – reinforce understanding of future tenses, adverbs, gender of nouns).
Inter-cultural understanding	<ul style="list-style-type: none"> <li>• To compare customs in the UK and countries in which the target language is spoken.</li> <li>• To discuss festivals specific to the countries in which the target language is spoken.</li> <li>• Locate countries on a map where the target language is spoken.</li> <li>• To sustain a dialogue (written/email) with children in a school in a country in which the target language is spoken.</li> <li>• To be able to articulate the value of learning a foreign language.</li> </ul>			