

MFL progression map

NC Objective	Y3	Y4	Y5	Y6
<b>Listening and speaking</b>				
Listening 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 understand and respond to a range of familiar spoken words and short 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 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.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Can recognise a familiar question and respond with a simple rehearsed response.	Can express their likes and dislikes. Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation, with support.	Can ask and answer simple questions on the current topic. Can adapt models given to give own information, including simple opinions, substituting individual words (with scaffold)	Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others without prompts.
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Can repeat and say familiar words and short simple phrases, with scaffold	Can produce short preprepared phrases on a familiar topic, with scaffold	Can produce some short phrases and simple sentences mostly independently within a familiar topic and with good pronunciation.	Can use longer sentences mostly independently with good pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Can identify individual sounds in words and pronounce accurately when modelled (match sound to print)	Can adapt intonation when asking questions. Begin to show awareness of silent letter rules.	Appreciate the impact that accents have on sound. Can observe silent letter rules. Can pronounce familiar words and phrases accurately.	Can read short passages aloud that show intonation and correct pronunciation, applying phonics knowledge.
Present ideas and information orally to a range of audiences	Can present rehearsed statements to a partner	Can present ideas as simple sentences to a group of people – using rehearsed language.	Can use prompts to present a range of ideas/information to a partner or group of people	Can present a range of ideas/information, without prompts, to the class
Describe people, places, actions and things orally	Can say familiar words to describe people, places actions or things	Can say 1-2 sentences, containing an adjective, to describe people, places, actions or things – with a scaffold.	Can say 1-2 sentences, containing an adjective, to describe people, places, actions or things – without a scaffold	Can use a wide range of descriptive language to describe people, places, actions or things

MFL progression map

<b>Stories, songs, poems and rhymes</b>				
Appreciate stories, songs, poems and rhymes in the language	Can follow along and repeat key words from a song, rhyme or poem	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 join in with familiar short songs, rhymes or poems, or parts of them.	Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material
Explore the patterns and sounds of language through songs and rhymes	Can listen and identify specific words in songs and rhymes and demonstrate understanding	Can listen and identify specific phrases in songs & rhymes and demonstrate understanding	Can listen and identify rhyming words and specific sounds in songs and rhymes	Can follow the text of familiar songs and rhymes, identifying them meaning of words. Can read the text of familiar songs/rhymes and link sounds to spelling
<b>Reading and writing</b>				
Describe people, places, actions and things in writing	Can copy familiar words to describe people, places, things or actions	Can write 1 simple sentence that contains and adjective to describe people, places, things or actions	Can write 2-3 sentences, containing an adjective, to describe people, places, actions or things – using a scaffold	Can use a wide range of descriptive language to describe people, places, actions or things in their writing
Read carefully and show understanding of words, phrases and simple writing	Read and show understanding of familiar single words	Read and show understanding of simple phrases and sentences containing familiar words	Read and show understanding of simple phrases and sentences containing familiar and some unfamiliar words	Read and understand the main points from short, written material
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material	Can make links with the English language (or another known language – Spanish) to work out the meaning of words	Can use the context to predict the meaning of new words		Use a range of strategies to determine the meaning of new words (links with known language, context, etymology)
Broaden their vocabulary and develop their ability to understand new words by using a dictionary	Can use a word bank/mat to support new words	Can use a dictionary to check the meaning of words	Can use a dictionary to check for spellings, meaning , gender of noun and word class	Can use dictionaries to check spelling and meaning of new words. Can appreciate that French words do not always have the same meaning in English
Write phrases from memory, and adapt these to create new sentences to express ideas clearly	Can write some single words from memory, with plausible spelling.	Can write several short phrases from memory with understandable spelling.	Can write a simple sentence from memory with understandable spelling.	Can write short, simple sentences from memory, using a familiar topic with reasonable spelling.

MFL progression map

<p>Explore the patterns and sounds of language and link the spelling, sound and meaning of words</p>	<p>Can recall key words (and gestures), and read them aloud with good pronunciation.</p>	<p>Can write familiar words when s/he hears them spoken slowly and clearly, with some understandable spelling.</p>	<p>Can write familiar words with understandable spelling</p>	<p>Can write individual words mostly accurately.</p>
<p><b>Grammar</b></p>				
<p>Understand basic grammar appropriate to the language being studied, including: 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</p>	<p>Can show awareness of word class (nouns, adjectives, verbs)            Can name the gender of nouns; name the indefinite and definite articles for both genders and say how to make the plural forms of nouns.            Can name the 1<sup>st</sup> and 2<sup>nd</sup> person singular subject pronouns and can use some regular high frequency verbs in the present tense with 1<sup>st</sup> and 2<sup>nd</sup> person.            Can use a simple negative form (ne...pas)            Can show awareness of the position of masculine and feminine agreement of adjectives            Can recognise and use the 1<sup>st</sup> person possessive (mon, ma, mes)</p>	<p>Can name the 3<sup>rd</sup> person singular subject pronouns (he) and use the present tense in 3<sup>rd</sup> person singular.            Can use simple prepositions in their sentences.            Can conjugate a high frequency verb (aller – to go) in the present tense.            Can use the 3<sup>rd</sup> person singular and plural of the verb 'etre' in the present tense.</p>	<p>Can identify word classes.            Can demonstrate understanding of gender and number of nouns and use appropriate genders.            Can demonstrate the use of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular pronouns with some regular high frequency verbs in present tense.</p>	<p>Can name and use a range of conjunctions to create compound sentences.            Can recognise and use the immediate future tense of familiar verbs.            Can recognise and use prepositions.            Can choose the correct tense of a verb according to context.</p>