



MFL Knowledge and Skills Progression map

MFL curriculum threads				
Listening	Speaking	Reading	Writing	Grammar
	Year 3	Year 4	Year 5	Year 6
NC Objectives	Pupil must be taught to: 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 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			
Listening	To understand very short passages of spoken language that they hear. To match the language they hear to images and/or words that they have been taught in their lessons. To listen to short, familiar stories and songs in the foreign language	Listen for longer periods of time. Begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Use and understand better what they hear to complete the tasks set.	Listen for much longer periods of time and more frequently during lessons.	Understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in.
Speaking	To speak in the foreign language and work on building up their memory skills. Repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles from topics such as 'Animals' and 'Fruits', Build up a bank of core vocabulary that they can relate to and re-use in the foreign language. Build on the above by starting to create short, spoken simple sentences integrating 1 st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. Move from single words to short, simple phrase Engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.' Give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'	Build up a larger bank of spoken vocabulary. Memory skills are more developed so the quantity of nouns will be recalled and re-used. Be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy Create longer and more complex spoken sentences within a topic. Learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Develop and learn short spoken sentences with accurate pronunciation, retention and recall. To include verbs, adjectives and conjunctions in their spoken sentences. Create longer spoken sentences using first person verb conjugations To accurately use conjunctions and adjectives Quicker and more accurate recall of the core language Expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. Good spoken fluency, accuracy and recall of key language. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'. To give a simple opinion in spoken form with natural fluency and quick recall. Explore, understand and mimic the patterns of sound and language by repeating and possibly learning /	Longer conversations asking & answering questions using accurate pronunciation. Keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc. Developed spoken fluency with the amount of language and the accuracy of their pronunciation. Known language is much larger and more sophisticated. Ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles. Speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. To manipulate language and learn that language is transferable from topic to topic. Express more personalised ideas and meaning. Move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people).	Engage in longer conversations on a much wider range of topics. Be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. Be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Quickly and easily use and give a variety of positive and negative opinions in spoken form. Use vocabulary skills that include a justification for their opinion in units including: 'At School' and 'The Weekend'. Pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt .

		<p>recalling from memory songs and raps.</p> <p>Pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.</p>		
Reading	<p>Find key words in a sentence, circling key nouns and articles in word puzzles and word searches.</p> <p>Identify cognates (words that are similar in English and the foreign language)</p> <p>Learn how to decode written text they are presented with.</p>	<p>Read short passages of text based on the units they are studying.</p> <p>To understand most of what they read.</p> <p>To decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</p> <p>More challenging reading exercises.</p>	<p>Improve and develop their reading skills further by tackling and understanding longer passages of written text</p> <p>More challenging reading exercises. Using familiar story telling units</p> <p>Develop and progress their foreign language reading ability and skills</p>	<p>Read longer, more authentic passages of text.</p> <p>Confident in their ability to decode text they read.</p> <p>Use a dictionary for language they are less familiar with if necessary.</p> <p>Read and decode extended passages of foreign language</p> <p>Read age appropriate passages of much longer authentic foreign language written text and understand words and meaning</p> <p>Complete reading tasks containing more complicated and, at times, unknown/ unseen language</p>
Writing	<p>To translate from the foreign language into English</p> <p>To translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.</p>	<p>Use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.</p> <p>To create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.</p>	<p>To translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language.</p> <p>To use a dictionary to improve their knowledge of genders when introduced to unknown nouns.</p> <p>To use a dictionary to improve general knowledge of vocabulary and expands the general knowledge of the language.</p> <p>To use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.</p>	<p>To write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular).</p> <p>Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy.</p> <p>To use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations.</p> <p>To use their transferable language skills and a dictionary to translate age-appropriate simple passages.</p> <p>To describe people, places and feelings in written form in detail and with high accuracy through units such as: 'At School' and 'The Weekend'</p>

Grammar	<p>To understand the concept of gender.</p> <p>To start to understand the concept of nouns and articles.</p> <p>To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p>	<p>To understand better the use of the possessives, first person and possibly other forms too.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To use conjunctions / connectives.</p> <p>Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p> <p>To understand better the use of the negative form.</p> <p>To change something from the positive into the negative. I have, I don’t have. In my pencil there is. In my pencil case there is not.</p> <p>To introduce the concept of whole regular verb conjugation</p>	<p>Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.</p> <p>To understand better the use of the negative form.</p> <p>To change something from the positive into the negative. I have, I don’t have. In my pencil there is. In my pencil case there is not.</p> <p>To introduce the concept of whole regular verb conjugation</p>	<p>To use opinions and justifications.</p> <p>Give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.</p> <p>Introduced the concept of whole irregular verb conjugation.</p> <p>Use verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</p>
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