

MFL Knowledge and Skills Progression

'As linguists, we use a variety of skills and resources to communicate. We broaden our cultural horizons so we can communicate for practical purposes and develop an understanding of other cultures.'

discover, understand, express, respond, record

MFL



As linguists, we use a variety of skills and resources to communicate. We broaden our cultural horizons so we can communicate for practical purposes and develop an understanding of other cultures.

*discover, understand, express,
respond, record*

Modern Foreign Languages Intent

Modern Foreign Languages allow pupils to nurture and grow a lifelong love of languages. Our choice of French is intended to build upon and develop good communication and social skills. French is meant to be spoken - pupils will develop French vocabulary allowing them to engage in conversations with ever increasing confidence. It will be taught as a separate subject in Key Stage 2 providing opportunities to listen to French speakers, speak in French, and interact with the written word and to fully enjoy the French language.

MFL Knowledge and Skills Progression

NC MFL - pupils should be taught:	Y3	Y4	Y5	Y6
listen attentively to spoken language and show understanding by joining in and responding	Children will be able to understand a few familiar spoken words and phrases eg: a few words and phrases in a song or rhyme, days of the week, colours, numbers	<ul style="list-style-type: none"> Children will be able to understand a range of familiar spoken phrases eg: basic phrases concerning themselves, their family, their school, the weather 	<ul style="list-style-type: none"> Children will be able to understand the main points from a short spoken passage made up of familiar language in simple sentences eg: a short rhyme or song, a telephone message, announcement or weather forecast, sentences describing what people are wearing or what they are doing 	Children will be able to understand and respond to spoken and written language from a variety of authentic sources
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>Children will be able to</p> <p>Join in with the actions to accompany familiar songs, stories and rhymes</p> <p>Identify individual sounds in words and pronounce accurately</p> <p>Start to recognise the sounds of some letter strings</p>	<ul style="list-style-type: none"> Say a simple rhyme from memory Join in with words of a song or storytelling Read and recognise some letter strings in familiar words and pronounce when modelled Observe silent letter rules 	<ul style="list-style-type: none"> Follow the simple text of a familiar song or story and sing or read aloud Read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules 	<p>Follow a familiar more complex text and read aloud</p> <p>Understand the gist of an unfamiliar text using familiar language</p> <p>Pronounce unfamiliar words in a sentence using knowledge of letter strings</p> <p>Observe liaison and silent letter rules</p>
engage in conversations; ask and answer questions; express opinions and respond	<p>Children will be able to</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p>	<ul style="list-style-type: none"> Ask and answer several simple and familiar questions with a rehearsed response 	<ul style="list-style-type: none"> Ask and answer more complex familiar questions with a scaffold of responses 	Engage in short conversations using familiar questions and express opinion

MFL Knowledge and Skills Progression

to those of others; seek clarification and help*				
speak in sentences, using familiar vocabulary, phrases and basic language structures	Children will be able to Name objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none"> Use familiar vocabulary to say simple sentences to give information using a language scaffold 	<ul style="list-style-type: none"> Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold 	Manipulate familiar language to present own ideas and information in more complex sentences
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Children will be able to Be able to pronounce some single letter sounds. Imitate correct pronunciation with some success	<ul style="list-style-type: none"> Be able to pronounce all single letter sounds. Show an awareness of sound patterns Be clearly understood 	<ul style="list-style-type: none"> Know how to pronounce some letter strings 	Pronunciation is becoming more accurate and intonation is being developed
present ideas and information orally to a range of audiences*	Children will be able to use single words and simple phrases Children will be able to memorise and present a short, simple text	<ul style="list-style-type: none"> Children will be able to memorise a short spoken text and prepare and practise a simple conversation using familiar vocabulary 	<ul style="list-style-type: none"> Children will be able to prepare and give a short presentation on a familiar topic Children will be able to memorise a short spoken text 	Children will be able to prepare and give a short presentation on a familiar topic Children will be able to memorise a short spoken text Children will be able to retell a story to an audience
read carefully and show understanding of words, phrases and simple writing	Children will be able to recognise and read a few familiar words and phrases eg: labels on familiar objects, the date, the weather	<ul style="list-style-type: none"> Children will be able to understand and read out familiar phrases eg: hello, goodbye, a simple description of objects 	<ul style="list-style-type: none"> Children will be able to understand the main points and some of the detail from short written texts or paragraphs eg: simple messages on a 	Children will be able to understand the main points and opinions in written texts from various contexts eg: a postcard or letter from a

MFL Knowledge and Skills Progression

			postcard, three or four sentences about their family	penpal, a poem or part of a story
appreciate stories, songs, poems and rhymes in the language	Children will be able to listen and respond to rhymes, songs and stories	<ul style="list-style-type: none"> As well as listening and responding to rhymes, songs and stories children will attempt to recite a short piece of narrative by reading aloud from a text 	<ul style="list-style-type: none"> Children will now be beginning to be able to read and understand the main points and some detail from a short written passage containing mainly familiar words 	Children will be able to read and understand the main points and some detail from a short written passage containing mainly familiar words
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<p>Shows understanding of simple words through a physical response</p> <p>Be familiar with the layout of a bilingual dictionary</p> <p>Write single words from memory with understandable accuracy</p>	<ul style="list-style-type: none"> Read and show understanding of simple familiar phrases and short sentences Use a bilingual dictionary to find the meaning of a word or its translation Write simple familiar short phrases from memory with understandable accuracy 	<ul style="list-style-type: none"> Read and show understanding of a complex sentence using familiar language Use a bilingual dictionary to find the meaning of a word or its translation Write simple familiar short phrases from memory with understandable accuracy 	<p>Decode a simple unfamiliar text using grammatical knowledge or a bilingual dictionary</p> <p>Write complex sentences from memory with understandable accuracy</p>
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Children will be able to experiment with the writing of simple words and sentences	<ul style="list-style-type: none"> Children will be able to write simple words and phrases using a model and some words from memory 	<ul style="list-style-type: none"> Children will feel more confident to experiment writing words and phrases from memory 	Children will be able to use time and sequencing structures in written sentences - using words and phrases from memory
describe people, places, things and actions orally* and in writing	Name objects, people and places and link words with an adjective eg: the red ball	<ul style="list-style-type: none"> Uses familiar vocabulary to say simple sentences to give information using a language scaffold 	<ul style="list-style-type: none"> Use familiar vocabulary to construct a more complex sentence giving information using a language scaffold. 	Manipulates familiar language to present own ideas and information in more complex sentences.

MFL Knowledge and Skills Progression

<p>understand basic grammar appropriate to the language being 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.</p>	<p>Children will be able to</p> <p>Match the correct definite/indefinite to a series of familiar nouns (eg: fruits and vegetables) with increasing accuracy</p> <p>Have some understanding of how to form the negative eg: I don't like chocolate</p> <p>Use picture cards to build phrases to show position of a few adjectives of colour eg: a red dog, a yellow cat</p>	<ul style="list-style-type: none"> • Match correctly definite/indefinite article to singular and plural familiar nouns • Place familiar adjectives eg: size and colour in correct order • Select the correct colour adjective to describe masculine and feminine nouns • Show an understanding of 1st, 2nd and 3rd person in present tense singular eg: ask and answer questions like do you like cheese? Yes I like cheese. • Begin to use pronouns eg: the prince is handsome. He loves the princess. 	<ul style="list-style-type: none"> • Begin to know how to form the future tense eg: I am going swimming on Wednesday • Begin to see how possessive articles change according to gender eg: Jane is my sister • Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy • Be introduced to the concept of conjugation of verbs in French eg: to be, to have, to eat, to play, to go 	<p>Begin to use the past tense/future tense in spoken work eg: when giving a weather report</p> <p>Identify tenses from a selection of sentences written in the present, past and future tense</p>
--	--	---	--	--