



## MFL Progression of Skills



	EYFS	KS1	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> <li>•listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>•give their attention to what others say and respond appropriately, while engaged in another activity</li> </ul>	<ul style="list-style-type: none"> <li>•explore and be exposed to a range of familiar spoken phrases through whole school events and inter-school events</li> </ul>	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> </ul>	<ul style="list-style-type: none"> <li>•show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> <li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li> </ul>	<ul style="list-style-type: none"> <li>•gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</li> <li>• identify different ways to spell key sounds, and select the correct spelling of a familiar word</li> </ul>	<ul style="list-style-type: none"> <li>• understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</li> <li>• apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</li> </ul>



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Speaking	<ul style="list-style-type: none"> <li>• express themselves effectively</li> </ul>	<ul style="list-style-type: none"> <li>• explore and be exposed to a range of familiar spoken phrases through whole school events and inter-school events</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer simple questions, for example about personal information</li> <li>• repeat sentences heard and make simple adaptations to them</li> <li>• use mostly accurate pronunciation and speak clearly when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer a range of questions on different topic areas</li> <li>• using familiar sentences as models, make varied adaptations to create new sentences</li> <li>• read aloud using accurate pronunciation and present a short learned piece for performance</li> </ul>	<ul style="list-style-type: none"> <li>• take part in conversations and express simple opinions giving reasons</li> <li>• adapt known complex sentences to reflect a variation in meaning</li> <li>• begin to use intonation to differentiate between sentence types</li> </ul>	<ul style="list-style-type: none"> <li>• engage in longer conversations, asking for clarification when necessary</li> <li>• create his/her own sentences using knowledge of basic sentence structure</li> <li>• use pronunciation and intonation effectively to accurately express meaning and engage an audience</li> </ul>
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Reading	<ul style="list-style-type: none"> <li>•demonstrate understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• explore and be exposed to some familiar words and phrases in written form</li> </ul>	<ul style="list-style-type: none"> <li>• recognise some familiar words and phrases in written form</li> <li>• read some familiar words aloud using mostly accurate pronunciation</li> <li>• learn and remember new words encountered in reading</li> </ul>	<ul style="list-style-type: none"> <li>•show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> <li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</li> <li>• learn a song or poem using the written text for support</li> <li>• use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>•read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</li> <li>• attempt to read a range of texts independently, using different strategies to make meaning</li> <li>• use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</li> </ul>
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Writing	<ul style="list-style-type: none"> <li>• use their phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>• explore and be exposed to simple adjectives such as colours and sizes to describe things orally</li> </ul>	<ul style="list-style-type: none"> <li>• write some single words from memory</li> <li>• use simple adjectives such as colours and sizes to describe things orally</li> <li>• record descriptive sentences using a word bank</li> </ul>	<ul style="list-style-type: none"> <li>• write words and short phrases from memory</li> <li>• use a range of adjectives to describe things in more detail, such as describing someone's appearance</li> <li>• write descriptive sentences using a model but supplying some words from memory</li> </ul>	<ul style="list-style-type: none"> <li>• write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</li> <li>• use a wide range of adjectives to describe people and things, and use different verbs to describe actions</li> </ul>	<ul style="list-style-type: none"> <li>• write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</li> <li>• select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</li> <li>• begin to use some adverbs</li> </ul>
Grammar		<ul style="list-style-type: none"> <li>• explore and be exposed to order of words in sentences in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the main word classes e.g. nouns, adjectives and verbs</li> <li>• understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</li> <li>• have basic understanding of the usual order of words in sentences in the target language</li> </ul>	<ul style="list-style-type: none"> <li>recognise a wider range of word classes including pronouns and articles, and use them appropriately</li> <li>• understand that adjectives may change form according to the noun they relate to, and select the appropriate form</li> <li>• recognise questions and negative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• know how to conjugate some high frequency verbs</li> <li>• understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</li> <li>• adapt sentences to form negative sentences and begin to form questions</li> </ul>	<ul style="list-style-type: none"> <li>• know how to conjugate a range of high frequency verbs</li> <li>• understand how to use some adverbs in sentences</li> <li>• have an awareness of similarities and differences in grammar between different languages</li> </ul>