

MfL Skills Progression

St Paul's Cray CE Primary School

In order to ensure broad and balanced coverage, we follow these principles:

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 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
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- 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

YEAR 3

Learning Experiences:

Getting to know you & All about me

Brown Bear what can you see & Dear Zoo – describe animals using colours and other adjectives

The Hungry caterpillar – food and café ordering vocabulary

KS2 National Curriculum Areas of Study:

Listening and speaking	Reading and writing	Stories,songs, poems and rhymes	Grammar
<p>Children listen attentively to spoken language and show understanding by joining in and responding. Children can:</p> <p>repeat modelled words;</p> <p>listen and show understanding of single words through physical response;</p> <p>repeat modelled short phrases;</p> <p>listen and show understanding of short phrases through physical response</p> <hr/> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can:</p> <p>recognise a familiar question and respond with a simple rehearsed response;</p> <p>ask and answer a simple and familiar question with a response;</p> <p>express simple opinions such as likes, dislikes and preferences</p> <p>ask and answer at least two simple and familiar questions with a response.</p>	<p>Children read carefully and show understanding of words, phrases and simple writing. Children can:</p> <p>read and show understanding of familiar single words;</p> <p>read and show understanding of simple phrases and sentences containing familiar words.</p> <hr/> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can:</p> <p>use strategies for memorisation of vocabulary</p> <p>make links with English or known language to work out the meaning of new words;</p> <p>use context to predict the meaning of new words;</p> <p>begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <p>listen and identify specific words in songs and rhymes and demonstrate understanding;</p> <p>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</p>	<p>Children understand basic grammar appropriate to the language being studied, including : feminine, masculine forms; 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 can:</p> <p>show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</p> <p>name the gender of nouns; say how to make the plural form of nouns;</p> <p>recognise and use partitive articles de l', des, de la, du;</p> <p>name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</p>

Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can:

name objects and actions and may link words with a simple connective;

use familiar vocabulary to say a short sentence using a language scaffold;

speak about everyday activities and interests;

refer to recent experiences or future plans.

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YEAR 4

Learning Experiences:
 Birthdays and seasons
 Techniques of Henri Matisse & parts of the body – shapes, colours and other adjectives
 The giant turnip – describe members of the family

KS2 National Curriculum Areas of Study:

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can:</p> <p>identify individual sounds in words and pronounce accurately when modelled;</p> <p>start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</p> <p>adapt intonation to ask questions or give instructions;</p> <p>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <hr/> <p>Children present ideas and information orally to a range of audiences. Children can:</p> <p>name nouns and present a simple rehearsed statement to a partner;</p> <p>present simple rehearsed statements about themselves, objects and people to a partner;</p> <p>present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p> <hr/>	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can:</p> <p>identify individual sounds in words and pronounce accurately when modelled;</p> <p>start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</p> <p>adapt intonation to ask questions;</p> <p>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</p> <hr/> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can:</p> <p>write single familiar words from memory with understandable accuracy;</p> <p>write familiar short phrases from memory with understandable accuracy;</p> <p>replace familiar vocabulary in short phrases written from memory to create new short phrases.</p>	<p>Children appreciate stories, songs, poems and rhymes in the language. Children can:</p> <p>join in with actions to accompany familiar songs, stories and rhymes;</p> <p>join in with words of a song or storytelling.</p>	<p>Children understand basic grammar appropriate to the language being studied, including: feminine, masculine forms and start to see 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 can:</p> <p>use a simple negative form (ne... pas);</p> <p>show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</p> <p>recognise and use the first person possessive adjectives (mon, ma, mes);</p> <p>use simple prepositions in their sentences;</p> <p>use the third person singular and plural of the verb 'être' in the present tense.</p>

<p>Children describe people, places, things and actions orally. Children can:</p> <p>say simple familiar words to describe people, places, things and actions using a model;</p> <p>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</p> <p>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</p>	<p>Children describe people, places, things and actions in writing. Children can:</p> <p>copy simple familiar words to describe people, places, things and actions using a model;</p> <p>write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</p> <p>write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p>		
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YEAR 5

Learning Experiences:

Telling the time & what you eat for breakfast (what time and with whom)

What sports I do/play and how often

Music – instruments, opinions, what I play

KS2 National Curriculum Areas of Study:

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
<p>Children listen attentively to spoken language and show understanding by joining in and responding. Children can:</p> <p>listen and show understanding of simple sentences containing familiar words through physical response;</p> <p>listen and understand the main points from short, spoken material in French;</p> <p>listen and understand the main points and some detail from short, spoken material in French.</p> <hr/> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children can:</p> <p>engage in a short conversation using a range of simple, familiar questions;</p> <p>ask and answer more complex questions with a scaffold of responses;</p> <p>express a wider range of opinions and begin to provide simple justification;</p> <p>converse briefly without prompts</p> <hr/> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures. Children can:</p> <p>say a longer sentence using familiar language;</p>	<p>Children read carefully and show understanding of words, phrases and simple writing. Children can:</p> <p>read and show understanding of simple sentences containing familiar and some unfamiliar language;</p> <p>read and understand the main points from short, written material;</p> <p>read and understand the main points and some detail from short, written material.</p> <hr/> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can:</p> <p>use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</p> <p>use a bilingual dictionary to identify the word class;</p> <p>use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can:</p> <p>listen and identify rhyming words and specific sounds in songs and rhymes;</p> <p>follow the text of familiar songs and rhymes, identifying the meaning of words;</p> <p>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p>	<p>Children understand basic grammar appropriate to the language being studied, including : feminine, masculine 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 can:</p> <p>identify word classes;</p> <p>demonstrate understanding of gender and number of nouns and use appropriate determiners;</p> <p>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</p> <p>name and use a range of basic conjunctions to create compound sentences;</p> <p>use some adverbs;</p> <p>demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</p> <p>explain and use elision; state the differences and similarities with English eg – l’</p>

use familiar vocabulary to say several longer sentences using a language scaffold;

refer to everyday activities and interests

vary language and produce extended responses.

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YEAR 6

Learning Experiences:
 The weather & the geography of France
 Where I live & what is in my town
 The clothes I wear
 Revision to prepare for Y7.

KS2 National Curriculum Areas of Study:

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Children can:</p> <p>pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</p> <p>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</p> <p>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</p> <p>adapt intonation, for example to mark questions and exclamations.</p> <hr/> <p>Children present ideas and information orally to a range of audiences. Children can:</p> <p>manipulate familiar language to present ideas and information in simple sentences;</p> <p>present a range of ideas and information, using prompts, to a partner or a small group of people;</p> <p>present a range of ideas and information, without prompts, to a partner or a group of people.</p>	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can:</p> <p>read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</p> <p>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</p> <p>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</p> <p>adapt intonation for example to mark questions and exclamations in a short, written passage.</p> <hr/> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can:</p> <p>write a simple sentence from memory using familiar language;</p> <p>write several sentences from memory with familiar language with understandable accuracy;</p>	<p>Children appreciate stories, songs, poems and rhymes in the language. Children can:</p> <p>follow the text of a familiar song or story;</p> <p>follow the text of a familiar song or story and sing or read aloud;</p> <p>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p>	<p>Children understand basic grammar appropriate to the language being studied, including : feminine, masculine 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 can:</p> <p>recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</p> <p>recognise and use a range of prepositions;</p> <p>use the third person plural of a few high frequency verbs in the present tense;</p> <p>name all subject pronouns and use to conjugate a high frequency verb in the present tense;</p> <p>follow a pattern to conjugate a regular verb in the present tense;</p> <p>choose the correct tense of a verb (present/future) according to context.</p>

<p>Children describe people, places, things and actions orally. Children can:</p> <p>say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</p> <p>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</p> <p>use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>	<p>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</p> <hr/> <p>Children describe people, places, things and actions in writing. Children can:</p> <p>write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</p> <p>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</p> <p>use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>		
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