

MFL ESSENTIAL SKILLS PROGRESSION AT NORTH DENES PRIMARY SCHOOL

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Chn will be able to: Listen attentively and repeat what they've heard.</p> <p>Understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> the teacher's instructions a few words and phrases in a song or a rhyme days of the week colours numbers 	<p>Chn will be able to: Listen carefully and follow simple commands.</p> <p>Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> Basic phrases concerning myself, my family, my school, the weather 	<p>Chn will be able to: Play games that require active and attentive listening.</p> <p>Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> A short rhyme or song, a telephone message, announcement or weather forecast. Sentences describing what people are wearing, what they are doing, an announcement or message. 	<p>Chn will be able to: Understand the main points from a variety of sources. - e.g.</p> <ul style="list-style-type: none"> short spoken passage; instructions and messages made up of familiar language in simple sentences and note down information-the main points or interesting detail.
Speaking	<p>Chn will be able to: Say and repeat single words and short simple phrases</p> <p>Eg</p> <ul style="list-style-type: none"> greeting someone saying oui, non, s'il vous plait, merci naming classroom objects days of the week saying what the weather is like 	<p>Chn will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> Saying where I live Whether I have brothers and sisters Whether I have a pet When my birthday is How old I am Saying the date 	<p>Chn will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ... discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food 	<p>Chn will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation give a short prepared talk, on a topic of choice, including expressing opinions - e.g. talking on a familiar subject; describing a picture or part of a story; making a presentation to the class ...

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Reading	<p>Chn will be able to: Can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date • the weather 	<p>Chn will be able to: Can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> • simple phrases • weather phrases • simple description of objects someone writing about their pet 	<p>Chn will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> • very simple messages on a postcard or e-mail or part of a story • three to four sentences of information about my e-pal; a description of someone's school day 	<p>Chn will be able to: Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> • A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... • discover and develop an appreciation of a range of writing in French • Read aloud with expression and accurate pronunciation.
Writing	<p>Chn will be able to: Can write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> • numbers • Days of week • colours • classroom objects • a shopping list 	<p>Chn will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> • personal information • where I live • how old I am • holiday greetings by e-mail or on a postcard 	<p>Chn will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none"> • a postcard, a simple note or message, an identity card • Write a short text on a familiar topic, adapting language which they have already learnt- e.g. • three to four sentences for a wall display; a simple e-mail message ... 	<p>Chn will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> • paragraphs of three to four sentences about myself, • about a story or a picture; • a message containing three to four sentences; • a postcard or greetings card
Spelling	<p>Copy simple words correctly</p>	<p>Spell key words and phrases correctly, being aware of symbols</p>	<p>Use a dictionary or glossary to check a spelling</p>	<p>Spell an increasing number of words correctly on a short piece of writing</p>

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Vocabulary	Identify objects using key words	Describe objects using simple phrases	Integrate previously learnt language with newly learnt language- using a dictionary to look up unknown words	Use a widening vocabulary, referring to bilingual dictionaries. Manipulate language using vocab and structures for a range of purposes and audiences.
Grammar	<ul style="list-style-type: none"> • Use an article such as 'the', 'a', 'an' when learning the names of objects • Start to understand the concept of gender (masculine, feminine) and how this is shown in the language being studied 	<ul style="list-style-type: none"> • Use modelled pronouns and prepositions • Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. • Begin to look at what a conjugated verb looks like. • Begin to look at using negative form 	<ul style="list-style-type: none"> • Recognise and understand infinitive verbs, nouns and adjectives • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. • Use the negative form. • Understand what the different parts of a conjugated verb look like and begin to use personal pronouns. 	<ul style="list-style-type: none"> • Conjugate verbs for person, then tense • Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. • Know what each of the personal pronouns are. • Begin to look at what verb stems are and the different endings for the main types of verbs. • Be able to identify and correctly use adjectives (e.g. colours or size) and conjunctions and understand the concept of adjectival agreement.
Presenting/performing	Perform a simple chant, rhyme or song as part of a group	Present a short description to a familiar audience using learnt words and phrases	Perform or present a song, poem or story, as part of a group for a specific audi	Perform and present ideas and information to a wider range of audiences

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