



## MFL Progression of Skills

Key Stage 2 National Curriculum Expectations :-

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.

## LKS2 (Years 3 and 4)

## UKS2 (Years 5 and 6)

## Listening and Speaking/ Oracy

**KS2 Languages National Curriculum**

Children listen attentively to spoken language and show understanding by joining in and responding.

Children can:

- a repeat modelled words;
- b listen and show understanding of single words through physical response;
- c repeat modelled short phrases;
- d listen and show understanding of short phrases through physical response.

**KS2 Languages National Curriculum**

Children listen attentively to spoken language and show understanding by joining in and responding.

Children can:

- a listen and show understanding of simple sentences containing familiar words through physical response;
- b listen and understand the main points from short, spoken material in French;
- c listen and understand the main points and some detail from short, spoken material in French.

**KS2 Languages National Curriculum**

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children can:

- a recognise a familiar question and respond with a simple rehearsed response;
- b ask and answer a simple and familiar question with a response;
- c express simple opinions such as likes, dislikes and preferences;
- d ask and answer at least two simple and familiar questions with a response.

**KS2 Languages National Curriculum**

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children can:

- a engage in a short conversation using a range of simple, familiar questions;
- b ask and answer more complex questions with a scaffold of responses;
- c express a wider range of opinions and begin to provide simple justification;
- d converse briefly without prompts.

**KS2 Languages National Curriculum**

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

Children can:

- a name objects and actions and may link words with a simple connective;
- b use familiar vocabulary to say a short sentence using a language scaffold;
- c speak about everyday activities and interests;
- d refer to recent experiences or future plans.

**KS2 Languages National Curriculum**

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

Children can:

- a say a longer sentence using familiar language;
- b use familiar vocabulary to say several longer sentences using a language scaffold;
- c refer to everyday activities and interests, recent experiences and future plans;
- d vary language and produce extended responses.

**KS2 Languages National Curriculum**

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- a identify individual sounds in words and pronounce accurately when modelled;
- b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;
- c adapt intonation to ask questions or give instructions;
- d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

**KS2 Languages National Curriculum**

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- d adapt intonation, for example to mark questions and exclamations.

Listening and Speaking/Oracy	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name nouns and present a simple rehearsed statement to a partner;</li> <li>b present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a manipulate familiar language to present ideas and information in simple sentences;</li> <li>b present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>c present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say simple familiar words to describe people, places, things and actions using a model;</li> <li>b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
Reading and Writing/Literacy	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of familiar single words;</li> <li>b read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>b read and understand the main points from short, written material;</li> <li>c read and understand the main points and some detail from short, written material.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use strategies for memorisation of vocabulary;</li> <li>b make links with English or known language to work out the meaning of new words;</li> <li>c use context to predict the meaning of new words;</li> <li>d begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>b use a bilingual dictionary to identify the word class;</li> <li>c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>

**KS2 Languages National Curriculum**

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

Children can:

- a identify individual sounds in words and pronounce accurately when modelled;
- b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;
- c adapt intonation to ask questions;
- d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

**KS2 Languages National Curriculum**

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

Children can:

- a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- d adapt intonation for example to mark questions and exclamations in a short, written passage.

**KS2 Languages National Curriculum**

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Children can:

- a write single familiar words from memory with understandable accuracy;
- b write familiar short phrases from memory with understandable accuracy;
- c replace familiar vocabulary in short phrases written from memory to create new short phrases.

**KS2 Languages National Curriculum**

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Children can:

- a write a simple sentence from memory using familiar language;
- b write several sentences from memory with familiar language with understandable accuracy;
- c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.

**KS2 Languages National Curriculum**

Children describe people, places, things and actions in writing.

Children can:

- a copy simple familiar words to describe people, places, things and actions using a model;
- b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

**KS2 Languages National Curriculum**

Children describe people, places, things and actions in writing.

Children can:

- a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
- c use a wider range of descriptive language in their descriptions of people, places, things and actions.

<p>Stories, Songs, Poems and Rhymes</p>	<p><b>KS2 Languages National Curriculum</b> 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> <ul style="list-style-type: none"> <li>a listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>b listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> 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> <ul style="list-style-type: none"> <li>a listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>b follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
<p>Stories, Songs, Poems and Rhymes</p>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>c join in with actions to accompany familiar songs, stories and rhymes;</li> <li>d join in with words of a song or storytelling.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>d follow the text of a familiar song or story;</li> <li>e follow the text of a familiar song or story and sing or read aloud;</li> <li>f understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

**KS2 Languages National Curriculum**

Children 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.

Children can:

- i show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- j name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- k recognise and use partitive articles;
- l 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;
- m name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- n use a simple negative form (ne... pas);
- o show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- p recognise and use the first person possessive adjectives (mon, ma, mes);
- m recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- n conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
- o use simple prepositions in their sentences;
- p use the third person singular and plural of the verb 'être' in the present tense.

**KS2 Languages National Curriculum**

Children 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.

Children can:

- i identify word classes;
- j demonstrate understanding of gender and number of nouns and use appropriate determiners;
- k explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- l name and use a range of conjunctions to create compound sentences;
- m use some adverbs;
- n 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;
- o explain and use elision; state the differences and similarities with English;
- p recognise and use the simple future tense of a high frequency verb; compare with English;
- o recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- p recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
- q recognise and use a range of prepositions;
- r use the third person plural of a few high frequency verbs in the present tense;
- s name all subject pronouns and use to conjugate a high frequency verb in the present tense;
- t recognise and use a high frequency verb in the perfect tense; compare with English;
- o follow a pattern to conjugate a regular verb in the present tense;
- p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

