

MFL - Progression of Knowledge and Skills

Key Stage 2

- 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

Please note: Queen's Inclosure follows the Language Angels scheme and have chosen French as our selected language.



Strand	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen to and enjoy short stories, nursery rhymes & songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Speaking	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
Reading	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4, including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p>
Writing	<p>Write familiar words & short phrases using a model or vocabulary list. E.g.: 'I play the piano'. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics.</p> <p>Begin to use connectives/conjunctions and the negative form where appropriate. E.g.: My name, where I live and my age.</p>	<p>Write a paragraph using familiar language.</p> <p>Incorporate connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives. E.g.: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Write a piece of text using language from a variety of units covered.</p> <p>Learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g.: A presentation or description of a typical school day including subjects, time and opinions.</p>
Grammar	<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs. E.g.: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (E.g.: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (E.g.: adjectival agreement when describing nationality).</p> <p>Introduce the negative form and possessive adjectives. E.g.: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (E.g.: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full verb conjugation (E.g.: 'I wear...', 'he/she wears...')</p> <p>Be able to describe clothes in terms of colour E.g.: 'My bluecoat'.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g.: which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of connectives/conjunctions</p> <p>Become more confident with full verb conjugation - both regular and irregular. E.g.: 'to go', 'to do', 'to have' and 'to be'.</p>