



Progression and Skill in MFL

Knowledge, Skills and Understanding breakdown for Foreign Languages				
	Listening and Responding	Speaking	Responding and Reading	Writing
Years 3 & 4	<p>To understand a range of familiar statements.</p> <p>To understand a range of familiar questions.</p> <p>To understand short passages made up of familiar language.</p> <p>To understand instructions, messages and dialogues within short passages.</p> <p>To identify and note the main points and give a personal response on a passage.</p>	<p>To give short and simple responses to what they see and hear.</p> <p>To name and describe people.</p> <p>To name and describe places.</p> <p>To name and describe objects.</p> <p>To use (set) phrases.</p> <p>To have a short conversation where they are saying 2-3 things.</p> <p>To use short phrases to give a personal response.</p>	<p>To read and understand short phrases.</p> <p>To read aloud single words and phrases.</p> <p>To use books or glossaries to find the meanings of new words.</p> <p>To read and understand short texts using familiar language.</p> <p>To identify and note the main points and give a personal response.</p> <p>To read independently.</p> <p>To use a bilingual dictionary or glossary to look up new words.</p>	<p>To copy a short familiar phrase.</p> <p>To write or word-process set phrases we use in class.</p> <p>To write 2-3 short sentences on <a familiar topic>.</p> <p>To say what they like and dislike about <a familiar topic>.</p>
Years 3 & 4 Challenge	<i>Spoken at near normal speed with no interference. May need short sections repeated.</i>	Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.		They write short phrases from memory and their spelling is readily understandable.
Years 5 & 6	<p>Do they understand longer passages made up of familiar language in simple sentences.</p> <p>To identify the main points and some details.</p>	<p>To hold a simple conversation with at least 3-4 exchanges.</p> <p>To use their knowledge of grammar to adapt and substitute single words and phrases.</p>	<p>To understand a short story or factual text and note some of the main points.</p> <p>To use context to work out unfamiliar words.</p>	<p>To write a paragraph of about 3-4 simple sentences.</p> <p>To adapt and substitute individual words and set phrases.</p> <p>To use a dictionary or glossary to check words they have learnt.</p>
Years 5 & 6 Challenge	<i>Spoken at near normal speed with no interference. May need some items to be repeated.</i>	<i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i>		<i>They will draw largely on memorised language.</i>



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National Curriculum Requirements of Language at Key Stage 2 only

- Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
- The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.

The starred (*) content above will not be applicable to ancient languages.