



## **MFL Progression Document**

### **2020 - 2021 Whole School**

	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<b><u>Listening</u></b>	<ul style="list-style-type: none"> <li>Repeat words modelled by teacher, show understanding with an action</li> <li>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</li> <li>Pick out known words in an 'authentic' conversation</li> <li>Children can understand and respond to a range of familiar spoken words and short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</li> <li>Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</li> <li>Children can understand a short passage made up of familiar words and basic phrases.</li> </ul>
<b><u>Speaking</u></b>	<ul style="list-style-type: none"> <li>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</li> <li>Recognise a familiar question and respond with a simple rehearsed response</li> <li>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Use common phrases</li> <li>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</li> <li>Children can and perform short role-plays on one topic, with several exchanges and secure pronunciation.</li> <li>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Children can ask and answer questions on the current topic.</li> <li>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in short scripted conversations</li> <li>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</li> <li>Children can ask and answer simple questions on a few very familiar topics</li> </ul>
<b><u>Reading</u></b>	<ul style="list-style-type: none"> <li>Begin to recognise written vocabulary/ single words</li> <li>Begin to recognise written phrases</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise simple written phrases</li> <li>Recognise simple written phrases and understand a range of familiar written phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Read and show understanding of more complex written phrases</li> <li>Read and show understanding of a piece of writing based on the current topic</li> <li>Read short passages and pull answer questions on what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Practice reading longer texts aloud, containing taught phrases and vocabulary.</li> <li>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>Can use a dictionary or word list</li> </ul>



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<b><u>Writing</u></b>	<ul style="list-style-type: none"><li>▪ Copy simple vocabulary</li><li>▪ Children can write some single words from memory, with plausible spelling.</li><li>▪ Children can, with support, substitute one element in a simple phrase to vary the meaning.</li></ul>	<ul style="list-style-type: none"><li>▪ Children can write simple words and several short phrases from memory</li><li>▪ Children use understandable spelling.</li></ul>	<ul style="list-style-type: none"><li>▪ Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</li><li>▪ Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</li></ul>	<ul style="list-style-type: none"><li>▪ Adapt taught phrases to create new sentences</li><li>▪ Children can write a short, simple text from memory, using simple phrases from one sentences from one familiar topic with reasonable spelling</li></ul>
<b><u>Grammar</u></b>	<ul style="list-style-type: none"><li>▪ Can use indefinite articles in the singular with masculine and feminine nouns.</li><li>▪ Can use the high-frequency verb forms (I have, it is, there is/are).</li></ul>	<ul style="list-style-type: none"><li>▪ Can use indefinite and definite articles with singular and plural nouns.</li><li>▪ Can use prepositions of place and sequencers.</li></ul>	<ul style="list-style-type: none"><li>▪ Can use all persons of several regular verbs in the present tense (with the support of a frame).</li></ul>	<ul style="list-style-type: none"><li>▪ Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences</li></ul>