

St Mary's Primary School, Oxted

Modern Foreign Languages Progression

Modern Foreign Languages (MFL)			
Year 3	Year 4	Year 5	Year 6
Listening: Show that he/she recognises words and phrases heard by responding appropriately I can recognise and respond to words and phrases I hear Follow simple instructions and link pictures or actions to language I can understand a simple instruction, such as 'stand up' When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words I can join in with parts of a story or song Speaking: Ask and answer simple questions, for example about personal information I can ask and answer simple questions about personal information Repeat sentences heard and make simple adaptations to them	Listening: Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard I can recognise familiar phrases and sentences in stories Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings I can accurately repeat the sounds that I hear in songs and rhymes Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English I can link some of the sounds of the language to their spellings Speaking: Ask and answer a range of questions on different topic areas I can ask and answer questions about different topics Using familiar sentences as models, make varied adaptations to create new sentences	Listening: Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language I can understand the main points from a spoken passage Identify different ways to spell key sounds, and select the correct spelling of a familiar word I can match the spoken version of most words I know to the correct spelling Speaking: Take part in conversations and express simple opinions giving reasons I can talk about likes and dislikes giving reasons Adapt known complex sentences to reflect a variation in meaning I can make changes to a complex sentence I have heard to create a new sentence with a different meaning	Listening: Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard I can understand the main points and some details from spoken passages on a range of subjects Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words I can use my knowledge of spelling to help me read unfamiliar words Speaking: Engage in longer conversations, asking for clarification when necessary I can discuss a topic with others giving my own ideas and asking for help when I need it Create his/her own sentences using knowledge of basic sentence structure I can create my own extended sentences

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I can use a familiar sentence and change one or two words to make a new sentence Use mostly accurate pronunciation and speak clearly when addressing an audience I can speak clearly to an audience using good pronunciation Use simple adjectives such as colours and sizes to describe things orally I can use some simple adjectives to describe a picture or object Reading: Recognise some familiar words and phrases in written form I can match written words and phrases to pictures or symbols Read some familiar words aloud using mostly accurate pronunciation I can read some familiar words aloud Learn and remember new words encountered in reading I can learn and remember new words from my reading Writing:	I can change simple sentences I have heard in different ways to make new sentences Read aloud using accurate pronunciation and present a short learned piece for performance I can read aloud with good pronunciation Reading: Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately I can understand and read out several familiar phrases and sentences Follow the written version of a text he/she is listening to I can follow the words of a text when it is being read aloud Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues I can work out the meaning of some new words when I am reading Writing:	Begin to use intonation to differentiate between sentence types I can change my voice to show whether I am asking a question or making a statement Create a short piece for presentation to an audience I can prepare a short speech to say in front of an audience Reading: Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation I can understand the main points from a short written text Learn a song or poem using the written text for support I can learn a song or poem using the written words to help me Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words I can use a dictionary to find new words linked to a topic Writing;	Use pronunciation and intonation effectively to accurately express meaning and engage an audience I can use the way I speak to make my meaning clear and keep my audience interested Reading: Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation I can understand the main points and some details from a text which includes unfamiliar language Attempt to read a range of texts independently, using different strategies to make meaning I can try to read and understand a range of different texts using clues to help me Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words I can use words and phrases I have learnt from reading and from dictionaries Writing:
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Write some single words from memory I can remember how to write some words on my own Use simple adjectives such as colours and sizes to describe things in writing I can use some simple adjectives to describe a picture or object Record descriptive sentences using a word bank I can write a sentence to describe a picture or object using a word bank to help me Grammar: Recognise the main word classes e.g nouns, adjectives and verbs I can tell whether words are nouns, adjectives or verbs Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles I know that nouns may be masculine or feminine (or neuter) Have basic understanding of the usual order of words in sentences in the target language I know the order of words in sentences	Write words and short phrases from memory I can write a range of words and some short phrases from memory Use a range of adjectives to describe things in more detail, such as describing someone's appearance I can use different adjectives to describe people or a detailed picture Write descriptive sentences using a model but supplying some words from memory I can write sentences to describe something, using some words I've remembered and an example sentence to help me Grammar: Recognise a wider range of word classes including pronouns and articles, and use them appropriately I can use pronouns and articles correctly Understand that adjectives may change form according to the noun they relate to, and select the appropriate form	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank I can write phrases and some simple sentences from memory Use a wide range of adjectives to describe people and things, and use different verbs to describe actions I can describe people and things using different adjectives and can use some verbs to say what people are doing Grammar: Know how to conjugate some high frequency verbs I know the different forms of some common verbs and when to use each form Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun I know how to change an adjective to the correct form if necessary, according to the noun it is linked to Adapt sentences to form negative sentences and begin to form questions	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic I can write several phrases and sentences from memory and can change them to express my own ideas Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions I can choose the best adjectives to describe people, places and things and the right verb to describe an action Begin to use some adverbs I am beginning to use some adverbs Grammar: Know how to conjugate a range of high frequency verbs I know the different forms of a variety of verbs and when to use each form Understand how to use some adverbs in sentences I understand how to use some adverbs in sentences
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	I understand that adjectives sometimes change because of the noun they describe Recognise questions and negative sentences I can recognise a question and a negative sentence	I can change a sentence into a question or a negative sentence	Have an awareness of similarities and differences in grammar between different languages I know that different languages have different rules about grammar
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