

## MFL PROGRESSION

Build resilient,  
confident &  
independent learners

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### Oracy- Speaking and Listening

	NC Objective	Y3	Y4	Y5	Y6
<b>Skill</b>	<p><i>Can they listen attentively to spoken language and show understanding by joining in and responding?</i></p> <p><i>Can they engage in conversation; ask and answer questions; express opinions and respond to those of others?</i></p> <p><i>Can they speak in sentences, using familiar vocabulary, phrases and basic language structures?</i></p>	<p>Can they repeat modelled words?</p> <p>Can they listen and show understanding of single words through physical response?</p> <p>Can they recognise a familiar question and respond with a simple rehearsed response?</p> <p>Can they name objects and actions and begin to link words with a simple connective?</p> <p>Can they use familiar vocabulary to say a short</p>	<p>Can they repeat modelled short phrases?</p> <p>Can they listen and show understanding of short phrases through physical response?</p> <p>Can they ask and answer at least two simple and familiar questions with a response?</p> <p>Can they speak about everyday activities and interests?</p>	<p>Can they listen and show understanding of simple sentences containing familiar words through physical response?</p> <p>Can they engage in a short conversation using a range of simple, familiar questions?</p> <p>Can they say a longer sentence using familiar language?</p>	<p>Can they listen and understand the main points from short, spoken material in French?</p> <p>Can they express a wider range of opinions and begin to provide simple justification?</p> <p>Can they refer to everyday activities and interests, recent experiences and future plans?</p>

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	<p><i>Can they develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases?</i></p> <p><i>Can they present ideas and information orally to a range of audiences?</i></p> <p><i>Can they describe people, places, things and actions orally?</i></p>	<p>sentence using a language scaffold?</p> <p>Can they identify individual sounds in words and pronounce accurately when modelled?</p> <p>Can they pronounce familiar letter strings when modelled?</p> <p>Can they present simple rehearsed statements about themselves, objects and people to a partner?</p> <p>Can they say a simple phrase that may contain an adjective to describe people, places, things and actions using a scaffold?</p>	<p>Can they adapt intonation to ask questions or give instructions?</p> <p>Can they show some awareness of accents and silent letters and begin to pronounce words accordingly?</p> <p>Can they present ideas and information in simple sentences using familiar and rehearsed language to a partner?</p> <p>Can they say one or two short sentences that may contain an adjective to describe people places, things and actions?</p>	<p>Can they pronounce familiar words accurately using knowledge of letter strings to support?</p> <p>Can they appreciate the impact of accents on sound and apply these increasingly confidently?</p> <p>Can they present ideas and information in simple sentences?</p> <p>Can they say several simple sentences containing adjectives to describe people, places, things and actions using a scaffold?</p>	<p>Can they vary language and produce extended responses?</p> <p>Can they start to predict the pronunciation of unfamiliar words in a sentence?</p> <p>Can they present a range of ideas and information- without prompts- to a partner or group of people?</p> <p>Can they use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>
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### Literacy- Reading and Writing

	NC Objective	Y3	Y4	Y5	Y6
<b>Skill</b>	<p><i>Can children read carefully and show understanding of words, phrases and simple writing?</i></p> <p><i>Can they broaden their vocabulary and develop their ability to understand new words through using a dictionary?</i></p> <p><i>Can they develop accurate pronunciation</i></p>	<p>Can they read and show understanding of familiar single words?</p> <p>Can they use strategies for memorisation of vocabulary?</p> <p>Can they make links with English to work out the meaning of new words?</p> <p>Can they identify individual sounds in</p>	<p>Can they read and show understanding of simple phrases and sentences containing familiar words?</p> <p>Can they use context to predict the meaning of new words?</p> <p>Can they begin to use a bilingual dictionary to find the meaning of individual words?</p> <p>Can they adapt intonation to ask questions?</p>	<p>Can they read and show understanding of simple sentences containing familiar and unfamiliar language?</p> <p>Can they use a range of strategies to determine the meaning of new words?</p> <p>Can they read and pronounce familiar words accurately?</p>	<p>Can they read and understand the main points from short, written material?</p> <p>Can they use a bilingual dictionary to find the meaning of unfamiliar words and phrases in French?</p> <p>Can they adapt intonation -for</p>

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	<p><i>and intonation so that others understand when they are reading aloud familiar words and phrases?</i></p> <p><i>Can they write phrases from memory and adapt these to create new sentences, to express ideas clearly?</i></p> <p><i>Can they describe people, places, things and actions in writing?</i></p>	<p>words and pronounce accurately when modelled?</p> <p>Can they write single familiar words from memory with understandable accuracy?</p> <p>Can they copy simple familiar words to describe people, places, things and actions using a model?</p>	<p>Can they write familiar short phrases from memory with understandable accuracy?</p> <p>Can they write a simple phrase that may contain an adjective to describe people, places, things and actions using a scaffold?</p>	<p>Can they write a simple sentence from memory using familiar language?</p> <p>Can they write several simple sentences containing adjectives to describe people, places, things and actions using a scaffold?</p>	<p>example- to mark questions and exclamations in a short, written passage?</p> <p>Can they write several sentences from memory with familiar language with understandable accuracy?</p> <p>Can they use a wider range of descriptive language in their descriptions of people, places, things and actions?</p>
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### Stories, Songs, Poems and Rhyme

	NC Objective	Y3	Y4	Y5	Y6
<b>Skill</b>	<p><i>Can they explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words?</i></p>	<p>Can they listen and identify specific words in songs and rhymes and demonstrate understanding?</p>	<p>Can they listen and identify specific phrases in songs and rhymes and demonstrate understanding?</p>	<p>Can they listen and identify rhyming words and specific sounds in songs and rhymes?</p>	<p>Can they read the text of familiar songs and rhymes and identify patterns of language?</p>
	<p><i>Can they appreciate stories, songs, poems and rhymes in French?</i></p>	<p>Can they join in with actions to accompany familiar songs, stories and rhymes</p>	<p>Can they join in with words of a song or storytelling?</p>	<p>Can they follow the text of a familiar story or song?</p>	<p>Can they follow the text of a familiar song or story and sing or read aloud?</p>

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### Grammar

	NC Objective	Y3	Y4	Y5	Y6
Skill	<p><i>Can they understand basic French grammar including: feminine and masculine forms, the conjugation of high frequency verbs and key features and patterns of the language?</i></p> <p><i>Can they understand how to apply these to build sentences and how these differ from or are similar to English?</i></p>	<p>Can they show awareness of word classes and be aware of similarities to English?</p> <p>Can they name the gender of some nouns and use some definite and indefinite articles correctly?</p> <p>Can they name singular subject pronouns and use with some regular verbs in the present tense correctly?</p> <p>Can they use simple prepositions in their sentences?</p>	<p>Can they show awareness of the position of masculine and feminine agreement of adjectives?</p> <p>Can they use the third person and plural form of 'etre' in the present tense?</p> <p>Can they form 'aller' in the present tense?</p> <p>Can they use a simple negative form (ne...pas)?</p>	<p>Can they identify word classes?</p> <p>Can they use some adverbs?</p> <p>Can they recognise and use a high frequency verb in the perfect tense and compare with English?</p> <p>Can they recognise and use a range of prepositions?</p>	<p>Can they demonstrate an understanding of gender and number of nouns and use appropriate determiners?</p> <p>Can they demonstrate some use of pronouns and regular verbs and apply subject-verb agreement?</p> <p>Can they follow a pattern to form verbs in the present tense?</p>