

Skills Progression – MFL (French)

	Listening	Speaking	Reading
Yr 3			
Yr 4	<p>Repeat words modelled by a teacher.</p> <p>Listen and show understanding of single words and short phrases through physical response.</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Join in with actions to accompany familiar songs, stories and rhymes.</p>	<p>Ask and answer several simple and familiar questions with a rehearsed response.</p> <p>Name objects and actions and link words with a simple connective.</p> <p>Name nouns and present a rehearsed simple statement.</p> <p>Use familiar vocabulary to say simple sentences using a language scaffold.</p> <p>Make simple rehearsed statements about themselves, objects and people.</p> <p>Say a simple rhyme from memory.</p> <p>Join in with words of a song or storytelling.</p>	<p>Identify individual sounds in words and pronounce accurately in sequence.</p> <p>Read and recognise some letter strings in familiar words and pronounce when modelled.</p> <p>Read and show understanding of single words and simple familiar phrases and short sentences.</p>
Yr 5	<p>Listen to and identify words in songs and rhymes and demonstrate understanding.</p> <p>Listen and show understanding of more complex familiar phrases and sentences.</p>	<p>Ask and answer more complex familiar questions with a scaffold of responses.</p> <p>Ask for clarification and help.</p> <p>Use familiar vocabulary to say more complex sentences using a language scaffold.</p> <p>Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.</p>	<p>Read and pronounce familiar words accurately using knowledge of letter string sounds as support, observing silent letter rules.</p> <p>Read and show understanding of a complex sentence using familiar language.</p> <p>Follow the simple text of a familiar song or story and sing or read aloud.</p> <p>Follow the text of familiar rhymes and songs identifying the meaning of words.</p>
Yr 6	<p>Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p>	<p>Engage in a short conversation using familiar questions and express opinions.</p> <p>Manipulate language to create and say own sentence using familiar language.</p> <p>Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.</p>	<p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</p> <p>Read and show understanding of a series of complex sentences using familiar language.</p> <p>Follow a more complex text of a familiar song or story and read aloud.</p> <p>Read and understand the gist of an unfamiliar text using familiar language.</p> <p>Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p>

	Writing	Grammar	General
Yr 3			
Yr 4	<p>Write simple familiar words and short phrases from memory with understandable accuracy.</p> <p>Write and say simple familiar words and short phrases to describe people, places, things and actions using a language scaffold.</p>	<p>Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English.</p> <p>Name the gender of nouns.</p> <p>Name the words for the indefinite article for both genders and use correctly.</p> <p>Say how to make the plural form of nouns.</p> <p>Name the 1st and 2nd person pronouns</p> <p>Use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns.</p> <p>State the position of most adjectives and demonstrate use.</p> <p>Make a positive sentence negative.</p> <p>Construct a simple sentence with a noun, verb and adjective.</p> <p>State the differences and similarities with English.</p>	<p>Use strategies for memorisation of vocabulary.</p> <p>.Use context to predict the meaning of new words.</p> <p>Be familiar with the layout of a bi-lingual dictionary.</p> <p>Use a bi-lingual dictionary to find the meaning of individual words in the target language and English.</p>
Yr 5	<p>Write familiar complex sentences from memory with understandable accuracy.</p> <p>Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</p>	<p>Explain the agreement of adjectives and nouns and demonstrate use.</p> <p>Be aware of the position of some adjectives in front of a noun.</p> <p>Use the correct form of 3rd person singular (plural) of regular and high frequency verbs.</p> <p>Name the words for the definite article and use correctly.</p> <p>Construct more complex sentences, some with relative clauses.</p> <p>Explain and use elision.</p> <p>State the differences and similarities with English.</p>	<p>Use context and prior knowledge to determine the meaning of words.</p> <p>Use a bi-lingual dictionary to identify the word class.</p>
Yr 6	<p>Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.</p> <p>Write and say a complex sentence manipulating familiar language to describe people, places, things and actions, maybe using a dictionary.</p>	<p>Demonstrate the use, in sentences, of the knowledge of grammar below: word classes; gender of nouns, indefinite article, plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives; the definite article; elision and the construction of simple and complex sentences.</p> <p>State the differences and similarities with English.</p>	<p>Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context</p>

Based on ‘Suggested Progressive Learning Outcomes’ by S. Cave and recommended by the MFL HIAS team.