



**Whitemoor Academy**

**MFL progression map**

**How this document is to be used:**

During planning for the teaching of *MFL* the following document will support staff in ensuring coverage of the National Curriculum objectives for their year groups/phases as well as how *MFL* should progress as pupils move up the school.

Learning objectives should, where possible, be copied from the skills bank below to ensure progression.

EYFS/KS1	An appreciation of a range of other languages
Year 3/4	French
Year 5/6	Spanish

Breadth of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<b>Demonstrate awareness</b> that some people may speak a different language.	<b>Listen and respond</b> to simple songs.	<b>Recognise and understand</b> basic words and greetings e.g. hello, yes, no, goodbye.	<p><b>Listen and respond</b> to simple rhymes, stories and songs. For example nursery rhymes or portions of simple fairy tales.</p> <p><b>Recognise and respond</b> to sound patterns and words such as common and often repeated words and phrases.</p> <p><b>Listen attentively and understand:</b> teacher's instructions; days of the week; a few words in a song; colours Numbers, praise words.</p>	<p><b>Listen and recognize</b> specific words and phrases e.g. basic instructions.</p> <p><b>Understand a range of familiar spoken phrases</b> – e.g. basic phrases concerning self, family and school.</p> <p><b>Respond</b> to a clear model of language.</p>	<p><b>Understand</b> basic opinions.</p> <p><b>Understand the main points from a spoken passage</b> made up of familiar language – e.g. short rhyme or song, basic telephone message, weather forecast.</p>	<p><b>Understand the main points</b> and simple opinions in a spoken stories, songs and passages.</p> <p><b>Understand the main points and some of the detail</b> from a short spoken passage – e.g. sentences describing what people are wearing; an announcement; sentences describing opinions.</p>
<b>Speaking</b>	<b>Attempt to imitate</b> simple words spoken in a different language.	<b>Attempt to join in</b> with simple songs.	<b>Say basic common words</b> and greeting e.g. hello, goodbye, yes, no.	<p><b>Say or repeat</b> a few words and short simple phrases e.g. what the weather is like, naming classroom objects, colours of objects</p> <p><b>Join in</b> with simple nursery rhymes and songs.</p> <p><b>Pronounce</b> some single letter sounds e.g. vowels and some common consonants.</p> <p><b>Imitate</b> correct pronunciation with some success.</p>	<p><b>Memorise and present</b> a short spoken text containing basic information e.g. about family, pets, age, colour, common classroom objects..</p> <p><b>Ask and answer</b> simple questions and give basic information – e.g. about the weather, family, age, pets, colours, numbers.</p> <p><b>Pronounce</b> all single letter sounds.</p> <p><b>Demonstrate</b> an awareness of sound patterns.</p> <p><b>Be clearly understood.</b></p>	<p><b>Understand and express</b> simple opinions e.g. like, do not like.</p> <p><b>Ask and answer</b> simple questions– e.g. asking part in an interview/survey about pets/favourite food, talking to a friend about hobbies.</p> <p><b>Participate</b> in a simple conversation, re-using familiar vocabulary.</p> <p><b>Discuss</b> personal interests.</p> <p><b>Pronounce</b> some letter strings.</p>	<p><b>Participate</b> in a simple conversation.</p> <p><b>Express</b> an opinion e.g. like, love, enjoy.</p> <p><b>Pronounce</b> a range of letter strings.</p> <p><b>Understand</b> how accents change letter sounds.</p> <p><b>Substitute</b> items of vocabulary to vary questions or statements.</p> <p><b>Pronounce words accurately and begin to develop</b> intonation.</p>
<b>Reading</b>	N/A	<b>Recognise</b> that a word may not be written in English.	<b>Sometimes recognise</b> very simple frequent words in written form e.g. yes, no.	<p><b>Recognise and read</b> a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date.</p> <p><b>Use visual clues</b> to help with reading.</p> <p><b>Make links</b> between some phonemes, rhymes and spellings.</p>	<p><b>Read</b> some familiar words and phrases aloud and <b>pronounce</b> them accurately.</p> <p><b>Understand</b> some familiar written phrases – e.g. simple weather phrases, basic descriptions of objects, references to family and pets.</p>	<p><b>Understand</b> the main points from a short written text e.g. simple messages on a postcard / in an email.</p> <p><b>Match sound to print</b> by reading aloud familiar words and phrases.</p> <p><b>Use</b> a book or glossary to find out the meanings of new words.</p>	<p><b>Understand the main points and some of the detail</b> from a short written text.</p> <p><b>Begin to read</b> independently.</p> <p><b>Match sound to print</b> by reading aloud sentences.</p> <p><b>Identify</b> different text types.</p> <p><b>Use</b> a bilingual dictionary to look up new words.</p>

<b>Writing</b>	N/A	N/A	<b>Attempt to copy</b> a simple frequent word.	<b>Experiment</b> with the writing of simple words.  <b>Write or copy</b> simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects.  <b>Select</b> appropriate words to complete short phrases or sentences.	<b>Write</b> one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. shopping list, holiday greetings by email / postcard.  <b>Begin to spell</b> some commonly used words correctly e.g colours, common objects, numbers.	<b>Write</b> a few short sentences with support using words already learnt – e.g. postcard, simple note or message, identity card.  <b>Spell</b> words that are readily understandable.	<b>Write</b> a short text on a familiar topic, adapting language already learnt e.g. self, hobbies, interests, basic descriptions.  <b>Spell</b> commonly used words correctly.
<b>Intercultural Understanding</b>	<b>Demonstrate</b> awareness of similarities and differences between myself and others.  <b>Demonstrate</b> awareness of similarities and differences among families, communities and traditions.  <b>Demonstrate</b> awareness of similarities and differences in relation to places.	<b>Demonstrate basic understanding</b> that different countries or cultures may speak different languages.  <b>Demonstrate basic understanding</b> that different cultures may have different traditions.	<b>Understand</b> that some people speak a different language to my own.  <b>Gain</b> a broad and basic understanding of conventions in different cultures.	<b>Understand</b> that different languages may be spoken by children in the school.  <b>Locate</b> a country/countries where a given language is spoken  <b>Identify</b> social conventions at home and in other cultures  <b>Understand and respect</b> that there are people and places in the world that are different to my culture.	<b>Identify similarities and differences</b> in my culture to that of another.  <b>Discuss</b> celebrations in other cultures and <b>identify</b> aspects of daily life in other countries that are different to my own. <b>Compare</b> these aspects of daily life to my own.  <b>Begin to compare</b> traditional stories, songs and nursery rhymes.	<b>Respect and understand</b> cultural diversity.  <b>Understand</b> how symbols, objects and pictures can represent a country.  <b>Recognise similarities and differences</b> between two or more cultures/countries.  <b>Compare</b> symbols, objects or products which represent their own culture with those of another country	<b>Begin to compare</b> cultural attitudes towards aspects of everyday life.  <b>Discuss and present</b> information about a particular country's culture.  <b>Begin to understand</b> more complex issues which affect countries in the world today for example poverty, famine, religion and war.