



MFL – Progression of Knowledge/Skills

SKILLS AND PROGRESSION – MODERN FOREIGN LANGUAGES

Aspect	Year Three	Year Four	Year Five	Year Six
Speaking	<p>Building up pupils’ memory skills. Repeat & recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc.</p> <p>Build up a bank of core vocabulary that they can relate to and re-use. Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.</p> <p>Vocab including: ¿cómo estás? / ¿cómo te llamas? / yo me llamo ... / numbers 1 to 10 / ten colours</p>	<p>Create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Use short, simple phrases. Engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities.</p> <p>Learn to both ask and answer a variety of simple key questions. Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased.</p> <p>Vocab including: ¿tienes un hermano? / ¿tienes una hermana? plus appropriate answers. Numbers 10 to 100 in units of ten. All 12 months of the year / ¿Cuándo es tu cumpleaños? / mi cumpleaños es...</p>	<p>Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences.</p> <p>Vocab including: una casa, un piso, en la ciudad, en la costa, "en mi casa hay..." (in my home there is/are...), "en mi casa no hay..." (in my home there is not.../there are no..."), un salón, una cocina, Variety of weather descriptions and responses including está lloviendo / hace frío / hay tormenta / bienvenido al pronóstico del tiempo / en el norte et</p>	<p>Engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. Keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.</p> <p>Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.</p> <p>Vocab including: ¿Qué vas a hacer tú para ayudar a salvar el planeta?, Voy a utilizar menos... 10 weekend activities including 'juego al fútbol' / 'voy a la piscina' etc. / connectives including 'después' / 'más tardes' etc.</p>
Reading	<p>Appreciate stories, songs, poems and rhymes in the language. Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches.</p>	<p>Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they</p>	<p>Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for</p>



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	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with.</p>	<p>read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</p>	<p>each Intermediate Teaching unit. By using familiar story telling units ('Goldilocks & The Three Bears') and Creative Curriculum units ('Habitats', 'The Romans', 'The Olympics'), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.</p>
Writing & Grammar	<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary.</p> <p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory).</p> <p><i>Grammar:</i> To understand the concept of gender. To start to understand the concept of nouns and articles.</p>	<p>Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. Write a short simple sentence with an article, noun and verb as a supported activity eg. 'My name is...', 'I play the piano...', 'I like strawberries' etc.</p> <p><i>Grammar:</i> To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p>	<p>Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. Pupils learn to write about themselves in more detail using full sentences. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc.</p> <p>Completing these more challenging written tasks provides evidence of pupil progression in their writing skills.</p>	<p>Pupils learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.</p> <p>Pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language.</p> <p><i>Grammar:</i> To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there</p>



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To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.

Grammar: To learn how to use conjunctions. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”. Grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement.

is. In my pencil case there is not.
To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.