

Urmston Primary School Skills Progression



Subject area: MFL (KS2)

Key Skills (see 'Teaching a Broad and Balanced Curriculum for Education Recovery' – DfE, July 2021)

- Essential vocabulary for progression
- Strong mastery of sounds/spelling system
- Prioritising grammar

(see also NCELP – National Centre for Excellence for Language Pedagogy)

Note: Italian is the language currently taught through KS2. However, skills can be applied to alternate languages should we choose to change our focus in future years.

We have recently joined 'Language Angels' for Italian. The objectives in red are based on suggested skills progressions based upon pupils having at least one (Y4), two (Y5) or three (Y6) years of learning behind them. We have taken into account the three focuses above for 'recovery' and will be utilising Language Angels resources as our children grasp concepts that we feel they need in order to build further knowledge, skill and understanding.

Skill	Year 3	Year 4	Year 5	Year 6
Listening	<p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p> <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p>	<p>Listen to and appreciate poems, songs and rhymes in the language.</p> <p>Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and appreciate stories and poems in the language.</p> <p>Identify patterns of language and link sound to spelling</p> <p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>

Skill	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Name objects and actions and link words with a simple connective</p> <p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation</p> <p>Use common phrases</p> <p>Use description words e.g. colours, size</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Ask for clarification and help</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Engage in short scripted conversations</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications</p>

Skill	Year 3	Year 4	Year 5	Year 6
Reading	<p>Begin to recognise written vocabulary/ single words</p> <p>Recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p> <p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases begin to show understanding of more complex written phrases</p> <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of simple writing</p> <p>Practice using a dictionary to find the meaning of unknown words</p> <p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Use a dictionary to understand the definition of unknown words</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Present ideas and information orally to an audience</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1</p>

				to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Skill	Year 3	Year 4	Year 5	Year 6
Writing	<p>Copy simple vocabulary</p> <p>Attempt to write taught vocabulary (single words) from memory</p> <p>Attempt to write simple phrases from memory</p> <p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>Attempt to write simple, short taught phrases from memory</p> <p>Write simple, short taught phrases from memory</p> <p>Write simple, short taught sentences from memory</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>Write simple, short taught sentences from memory including questions and responses</p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Present ideas and information in writing to an audience</p> <p>Adapt taught phrases to create new sentences</p> <p>To write a series of extended sentences</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>

Skill	Year 3	Year 4	Year 5	Year 6
Basic Grammar	<p>Use un/una with nouns to identify gender</p> <p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Use I and you</p> <p>Use adjectives with nouns</p> <p>Be able to form positive and negative versions of phrases. e.g. mi piace (I like it)</p> <p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Use adjectives with nouns</p> <p>Begin to use verbs in the first person e.g. io corro (I run)</p> <p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Consolidation of earlier grammar work</p> <p>Begin to use verbs in the second and third person</p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go',</p>

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group:

Nursery Rhymes	Colours & Numbers	Phonics Lesson 1	Phonics Lesson 2	Phonics Lesson 3	Phonics Lesson 4
Salutations	Shapes	I Am Learning...	Presenting Myself	Pets	At School
		Musical Instruments / Ancient Britain	Family	Date	Weekend
		Fruits or Vegetables	My Home / In Class	Clothes	Me in The World / Vikings