Warton St. Paul's Primary Academy
MFL Progression of Skills
2022-2023

	Year 3/4	Year 5	Year 6
Spoken Language	• Repeat modelled words • Listen and show understanding of single words and short phrases through physical response. • Recognise a familiar question and respond with a simple rehearsed question. • Ask and answer a simple and familiar question with a response. • Express simple opinion about likes and dislikes. • Name objects and actions and may links words with a simple connective. • Use familiar vocabulary to say a short sentence using a language scaffold. • Identify individual sounds in words and pronounce accurately when modelled. • Adapt intonation to ask questions or give instructions. • Name nouns and present a simple rehearsed statement to a partner. • Present simple rehearsed statements about themselves, objects and people to a partner. • Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.	• Listen and show understanding of simple sentences containing familiar words through physical response. • Listen and understand the main points from short, spoken material in the target language. • Engage in short conversation using a range of simple familiar questions. • Use familiar vocabulary to say several longer sentences using a language scaffold. • Manipulate familiar language to present ideas and information in simple sentences. • Present a range of ideas and information, without prompts, to a partner or small group of people.	• Listen and understand the main points and some detail from short, spoken material in French. • Ask and answer more complex questions with a scaffold of responses. • Express a wider range of opinions and begin to provide simple justifications • Converse briefly without prompts. • Refer to everyday activities and interests, recent experiences and future plans. • Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.
Reading	• Read and show understanding of familiar single words. • Use strategies for memorisation of vocabulary.	• Read and show understanding of simple sentences containing familiar and some unfamiliar language. • Use a range of strategies to determine the meanings of new	• Read and understand the main points and some detail from short written material. • Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and English.

	• . Listen and identify specific words in songs and rhymes and demonstrate understanding. • Join in with actions to accompany familiar songs, stories and rhymes.	words (links with known language, cognates, etymology, context) • Use a bilingual dictionary to identify the word class. • Can read and pronounce familiar words accurately • Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. • Write simple sentences from memory using familiar language Follow the text of a familiar song or story	• Write several sentences from memory with familiar language with understandable accuracy. • Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. • Follow the text of a familiar song or story and sing or read aloud. • Understand the gist of an unfamiliar story or song using familiar language and song or read aloud
Writing	• Write single familiar words from memory with understandable accuracy. • Copy simple familiar words to describe people, places, things and actions with a model. • Write simple phrases that may contain an adjective to describe people, places, things and actions using a language scaffold.	• Write several simple sentence containing adjectives to describe people, places, things and actions using a language scaffold.	• Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. • Use a wider range of descriptive vocabulary in their descriptions of people, places, things and actions.
Grammar	• Show awareness of word classes and be aware of similarities in English. • Name the gender of nouns, name the definite and indefinite articles for both genders and use correctly, say how to make the plural form of nouns. • Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.	• Demonstrate understanding of gender and number of nouns and use appropriate determiners. • Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. • Name and use a range of conjunctions to create compound sentences. • Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject verb agreement. • Recognise and use a range of prepositions. • Recognise and use high frequency verbs in the perfect tense; compare with English	• Name and use a range of conjunctions to create compound sentences. • Name all subject pronouns and use to conjugate a high frequency verbs in the present tense. • Follow a pattern to conjugate a regular verb in the present tense. • Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.