

Knowledge, Skills and Understanding progression for MFL at Yarm Primary School

| Year 3 and Year 4 | | | | |
|--------------------------|--|---|--|---|
| | Listening and Responding | Speaking | Reading and Responding | Writing |
| Expected | <p>Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response?</p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p> | <p>Can they have a short conversation where they are saying 2 -3 things? Can they use short phrases to give a personal response?</p> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p> | <p>Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words?</p> | <p>Can they write 2-3 sentences on 'a familiar topic'? Can they say what they like and dislike about 'a familiar topic'?</p> <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p> |
| Exceeding | <p>Effective learners are not afraid to make mistakes and have a go. Successful learners should be able to see patterns in language and try to reapply them in their own work. Successful learners are able to develop good memory and are prepared to learn, practice and apply new grammatical structures and new vocabulary to different contexts and situations. Successful learners display a keen interest in the culture and traditions of the country and are curious about how language works.</p> <ul style="list-style-type: none"> • Confidently produces a sentence e.g. puts a noun and an adjective incorrect place • Asks familiar questions confidently, answers questions and demonstrates understanding of their construction • Reads familiar words confidently using phonic knowledge • Follows the words of familiar songs and stories and reads aloud • Writes simple sentences from memory with understandable accuracy | | | |

Year 5 and Year 6

| | Year 5 and Year 6 | | | |
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| | Listening and Responding | Speaking | Reading and Responding | Writing |
| Expected | <p>Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?</p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p> | <p>Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p> | <p>Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words?</p> | <p>Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a bilingual dictionary or glossary to check words they have learnt?</p> <p><i>They will draw largely on memorised language.</i></p> |
| Exceeding | <p>Effective learners are not afraid to make mistakes and have a go. Successful learners should be able to see patterns in language and try to reapply them in their own work. Successful learners are able to develop good memory and are prepared to learn, practice and apply new grammatical structures and new vocabulary to different contexts and situations. Successful learners display a keen interest in the culture and traditions of the country and are curious about how language works.</p> <ul style="list-style-type: none"> • Demonstrates an excellent understanding of the grammatical concepts encountered and applies them confidently in speaking and reading • Can engage in a short conversation with support • Reads unfamiliar words confidently • Understands the gist of a simple unfamiliar text, perhaps with the help of a dictionary • Writes complex sentences by manipulating familiar language with a high degree of accuracy | | | |