

Childwall CE MFL Progression of Learning Years 1-6

The document below has been designed to show how we cover all of the relevant MFL knowledge and skills across our school.

Year Group	Listening	Speaking	Writing	Reading	Basic Grammar	Link to school Christian Vision (Intent)
1	<p>Listen to and repeat single words, modelled by a teacher.</p> <p>Begin to show understanding of single words.</p> <p>Listen to songs and rhymes and perform actions.</p>	<p>Repeat single words (nouns/verbs)</p> <p>Begin to say single words independently (with understandable pronunciation).</p>				<p>Begin to understand differences between themselves and others. Be kind to others in their interactions.</p> <p>Be inquisitive about learning a foreign language and about acquiring new vocabulary in the target language.</p>
2	<p>Listen to and repeat single words, modelled by a teacher.</p> <p>Begin to repeat simple phrases.</p> <p>Show understanding of single words and begin to show understanding of simple phrases (eg; respond with an action)</p> <p>Listen to songs and rhymes and perform actions.</p>	<p>Repeat single words (nouns/verbs).</p> <p>Say single words independently (with understandable pronunciation).</p> <p>Repeat simple phrases and begin to say them independently.</p>		<p>Begin to recognise single, written words.</p>	<p>Begin to be aware of the masculine and feminine forms of nouns.</p> <p>Begin to repeat the definite and indefinite articles in the singular, with masculine and feminine nouns (as modelled by the teacher).</p>	<p>Be inquisitive about the wider world, about learning a foreign language and about acquiring new vocabulary.</p> <p>Be engaged in learning a foreign language.</p>

3	<p>Repeat words and phrases modelled by a teacher, listen and show understanding of single words/simple phrases with an action</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Join in with actions and words to accompany songs, stories and rhymes</p>	<p>Repeat and say the names of nouns, actions and simple phrases, using understandable pronunciation.</p> <p>Answer and begin to ask some familiar questions using simple, rehearsed language, including opinions</p> <p>Present a rehearsed simple statement</p>	<p>Copy simple vocabulary</p> <p>Attempt to write single, familiar words from memory with understandable accuracy</p> <p>Attempt to write familiar words and simple phrases to describe people, places, things and actions using a model</p>	<p>Read and recognise familiar words.</p> <p>Begin to recognise written phrases</p> <p>Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary</p>	<p>Be aware of the form of word classes (nouns, adjectives, verbs)</p> <p>Be aware of the masculine and feminine forms of nouns and begin to memorise some.</p> <p>Use definite and indefinite articles in the singular with masculine and feminine nouns and are aware of similarities in English.</p>	<p>Develop an awareness and an understanding of other cultures.</p> <p>Develop tolerance and be respectful of the lives of others, their cultures and their differences.</p> <p>Be thankful for the opportunity to learn a foreign language and about another culture.</p> <p>Develop an understanding that the ability to communicate with others in their language is key to forming friendships.</p>
4	<p>Listen and show understanding of longer sentences by responding with an action</p> <p>Listen and identify words/short phrases in songs and rhymes and demonstrate understanding</p>	<p>Use familiar vocabulary to say simple sentences using a language scaffold.</p> <p>Ask and answer several simple and familiar questions with a rehearsed response, including opinions and with secure pronunciation</p> <p>Make simple, rehearsed statements about themselves, objects and people</p>	<p>Begin to write simple, familiar short phrases/sentences from memory, with understandable accuracy</p> <p>Write a sentence to describe people, places, things and actions using a language scaffold/model</p>	<p>Read and pronounce familiar words accurately, observing silent letter rules</p> <p>Read and show understanding of familiar, longer sentences</p> <p>Use context to predict the meaning of new words;</p> <p>Begin to use a bi-lingual dictionary to find the meaning of individual words in the target language and in English</p>	<p>Name the gender of nouns; name the words for the indefinite article for both genders and attempt to memorise and use correctly.</p> <p>Use definite and indefinite articles in the singular and plural with masculine and feminine nouns</p> <p>Recognise how to make the plural form of nouns Name the 1st and 2nd person pronouns</p>	<p>Show an understanding that the ability to communicate with others in their language is a demonstration of respect for them, their culture and way of life.</p> <p>Be compassionate towards others and embrace differences.</p> <p>Become confident in their ability to express themselves in a foreign language.</p>

5	<p>Listen and show understanding of more complex familiar sentences.</p> <p>Follow the text of rhymes and songs identifying the meaning of words and phrases</p>	<p>Use familiar vocabulary to say more complex sentences using a language scaffold</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language</p>	<p>Write familiar, taught sentences from memory with understandable accuracy</p> <p>Write longer sentences to describe people, places and things using a language scaffold/model</p>	<p>Start to predict the pronunciation of unfamiliar words in a sentence</p> <p>Read and show understanding of longer sentences using familiar language</p> <p>Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to find the meaning of individual words in the target language and in English</p>	<p>Know the agreement of adjectives and nouns (including agreement with masculine and feminine singular) and attempt to demonstrate use</p> <p>Be aware of the position of adjectives in relation to nouns</p> <p>Name the words for the definite article and use correctly</p> <p>Use prepositions of place and sequencers</p>	<p>Be respectful and demonstrate empathy for each other's differences and varied beliefs.</p> <p>Be proactive in their language learning (eg; through independent use of a bi-lingual dictionary and by looking for opportunities to use their language knowledge and skills outside of French lessons).</p> <p>Be challenged during their language learning journey and be resilient when faced with a challenge.</p>
6	<p>Listen and show understanding of more complex sentences containing familiar words/phrases and work out the gist (with unfamiliar words). Pick out specific vocabulary/phrases.</p> <p>Read and follow more complex texts of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p>	<p>Manipulate language to create and say sentence of own choice using familiar language</p> <p>Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help.</p> <p>Manipulate language using a language scaffold to present their own ideas and information in more complex sentences</p>	<p>Write a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary</p> <p>Adapt taught phrases to create new sentences with understandable accuracy</p> <p>Write a series of extended sentences</p>	<p>Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series of sentences</p> <p>Read and show understanding of a series of longer sentences, using familiar language</p> <p>Use a bi-lingual dictionary to find the meaning of words in a written text and understand their meaning in its context</p>	<p>Demonstrate the knowledge and use of grammar in written sentences: gender of nouns, definite and indefinite articles (and its omittance for jobs), plural of nouns, 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in the present tense, state the position of most adjectives and demonstrate use</p>	<p>Show a desire to learn about other cultures and to communicate with people from another country (eg; a pen pal) in order to forge connection and friendship based upon mutual respect and understanding.</p> <p>Be confident and articulate when expressing themselves in the foreign language.</p>

					State the differences and similarities with English	Be aspirational about opportunities their language knowledge and skills could lead to in the future.
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