

## **MFL Skills progression Document - Years 1 - 6**

Learning a foreign language is a necessary part of being a member of a multi-cultural society: it provides an opening to other cultures and should foster pupils' curiosity and deepen their understanding of the world. A high-quality languages education should give pupils the opportunity to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### **National Curriculum Expectations**

#### **Key Stage 1 and Key Stage 2 pupils should be taught to:**

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally\* and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year Group	Listening	Speaking	Writing	Reading	Basic Grammar
	<p>New languages are learnt first by listening to phrases, sentences and songs and understanding what is being said.</p>	<p>Children will develop their confidence using the language through opportunities to speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Children will learn to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p>	<p>As with learning to read in English children will develop the link between spoken words and their representation in text, in order to support understanding of the language as a whole. Over time children will learn to read words with accurate pronunciation and intonation.</p>	<p>The basic grammar of a language is essential to using and understanding it successfully. Children will learn how different grammatical forms affect meaning and clarify understanding.</p>
<b>KS1</b>	<ul style="list-style-type: none"> <li>*Listen attentively to spoken languages.</li> <li>*Appreciate songs, poems and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>*Respond to spoken language.</li> <li>*Explore patterns and sounds of language through songs and rhymes</li> </ul>			

<b>LKS2</b>	<p>* Explore the patterns and sounds of language through songs and rhymes and join in with actions to accompany them.</p> <p>*Repeat words modelled by the teacher, show understanding of 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>*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 response. *Name objects and actions and link words with a simple connective.</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 recordings of authentic speakers.</p>	<p>* Copy simple vocabulary.</p> <p>* Attempt to write taught vocabulary (single words) from memory.</p> <p>*Attempt to write simple, short taught phrases from memory.</p>	<p>*Begin to recognise written vocabulary/single words.</p> <p>*Begin to recognise simple written phrases.</p> <p>*Begin to show understanding of more complex written phrases.</p> <p>*Recognise written vocabulary/simple words.</p> <p>*Recognise simple written phrases.</p>	<p>*Use un/une with nouns to identify gender.</p> <p>*Use I and you.</p> <p>*Use adjectives with nouns.</p> <p>*Form positive and negative versions of phrases.</p>
<b>UKS2</b>	<p>*Listen to and appreciate stories and</p>	<p>*Begin to use action words.</p>	<p>*Write simple, short taught sentences from memory including</p>	<p>*Use a dictionary to understand the</p>	<p>*Use adjectives with nouns.</p> <p>*Begin to use verbs in</p>

	<p>poems in the language.</p> <p>*Identify patterns of language and link sound to spelling.</p>	<p>*Ask and answer more complex familiar questions with a scaffold of responses.</p> <p>*Engage in short scripted Conversations.</p> <p>*Express opinions in short conversations.</p>	<p>questions and responses and short sentences.</p> <p>*Present ideas and information in writing to an audience.</p>	<p>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>the first person.</p> <p>*Begin to use verbs in the second and third person.</p>
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