

## MFL Progression Document

	<b>EYFS (KS1 skills)</b>	<b>Year 1 (KS1 skills)</b>	<b>Year 2 (KS1 skills)</b>	<b>Year 3 (Lower KS2 skills)</b>	<b>Year 4 (Lower KS2 skills)</b>	<b>Year 5 (Upper KS2 skills)</b>	<b>Year 6 (Upper KS2 skills)</b>
<b>Listening</b>	N/A	N/A	N/A	Understand a few familiar spoken words and phrases <ul style="list-style-type: none"> <li>• teacher's instructions</li> <li>• days of the week</li> <li>• a few words in a song</li> <li>• colours</li> <li>• numbers</li> </ul>	Understand a range of familiar spoken phrases <ul style="list-style-type: none"> <li>• basic phrases concerning myself, my family and school</li> </ul> Respond to a clear model of language.	Understand the main points from a spoken passage made up of familiar language – e.g. <ul style="list-style-type: none"> <li>• short rhyme or song</li> <li>• basic telephone message</li> <li>• weather forecast</li> </ul>	Understand the main points and some of the detail from a short spoken passage – e.g. <ul style="list-style-type: none"> <li>• sentences describing what people are wearing</li> <li>• an announcement</li> </ul>
<b>Speaking</b>	N/A	N/A	N/A	Say and/or repeat the alphabet, a few words and short simple phrases <ul style="list-style-type: none"> <li>• what the weather is like</li> <li>• naming classroom objects</li> <li>• teacher's instructions</li> <li>• days of the week</li> <li>• a few words in a song</li> <li>• colours</li> <li>• numbers</li> </ul> Know how to	Answer simple questions and give basic information <ul style="list-style-type: none"> <li>• about the weather</li> <li>• their body</li> <li>• brothers and sisters</li> <li>• pets</li> </ul> Know how to pronounce all single letter sounds.  Show an awareness of sound patterns.  Be clearly understood.	Ask and answer simple questions– e.g. <ul style="list-style-type: none"> <li>• taking part in an interview/survey about pets/favourite food</li> <li>• talking to a friend about hobbies</li> </ul> Talk about personal interests.  Know how to pronounce some letter strings.	Take part in a simple conversation.  Express an opinion.  Know how to pronounce a range of letter strings.  Begin to understand how accents change letter sounds.  Can substitute items of vocabulary to vary questions or statements.  Pronunciation is becoming more

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				pronounce some single letter sounds.  Imitate correct pronunciation with some success.			accurate and intonation is being developed.
<b>Reading</b>	N/A	N/A	N/A	Recognises and reads out a few familiar words or phrases <ul style="list-style-type: none"> <li>from stories and rhymes including what has been learned above</li> <li>labels on familiar objects</li> <li>the date</li> </ul> Use visual clues to help with reading.	Understands some familiar written phrases – e.g. <ul style="list-style-type: none"> <li>simple weather phrases</li> <li>basic descriptions of objects</li> </ul>	Understands the main point(s) from a short written text – e.g. <ul style="list-style-type: none"> <li>simple messages on a postcard/in an email</li> </ul> Match sound to print by reading aloud familiar words and phrases.  Use a book or glossary to find out the meanings of new words.	Understand the main points and some of the detail from a short written text.  Begin to read independently.  Use a bilingual dictionary to look up new words.
<b>Writing</b>	N/A	N/A	N/A	Write or copy simple words and/or symbols correctly <ul style="list-style-type: none"> <li>personal information such as age</li> <li>numbers</li> <li>colours</li> <li>objects</li> <li>teacher's</li> </ul>	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. <ul style="list-style-type: none"> <li>shopping list</li> <li>holiday greetings by email/postca</li> </ul>	Write a few short sentences with support using already learnt – e.g. <ul style="list-style-type: none"> <li>postcard</li> <li>simple note or message</li> <li>identity card</li> </ul> Spell words that are	Write a short text on a familiar topic, adapting language already learnt.  Spell commonly used words correctly.

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				<p>instructions</p> <ul style="list-style-type: none"> <li>• days of the week</li> <li>• a few words in a song</li> <li>• colours</li> <li>• numbers</li> </ul> <p>Select appropriate words to complete short phrases or sentences.</p>	<p>rd</p> <p>Begin to spell some commonly used words correctly.</p>	<p>readily understandable.</p>	
<b>Intercultural understanding</b>	<p>Understanding that other children around the world celebrate different festivals</p>			<p>Understand and respect that there are people and places in the world around me that are different to where I live and play.</p> <p>Understand that some people speak a different language to my own.</p>	<p>Identify similarities and differences in my culture to that of another.</p> <p>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>	<p>Respect and understand cultural diversity.</p> <p>Understand how symbols, objects and pictures can represent a country.</p>	<p>Talk about, discuss and present information about a particular country's culture.</p> <p>Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.</p>
<b>Key Vocabulary</b>				<p>Rouge, vert, bleu, jaune, noir, blanc un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>je nage très bien je lis bien je chante mal je danse je joue au football dans</p>	<p><b>janvier</b> (January) <b>février</b> (February) mars (March) avril (April) mai (May) <b>juin</b> (June) <b>juillet</b> (July)</p>	<p>est et très assez de + le = du chaud(e) minuscule froid(e) rapide Saturne lent(e)</p>

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					le où est? je vais en / à au Numbers to 31	<b>août</b> (August) septembre (September) octobre (October) novembre (November) décembre (December) le premier il fait il y a à il fait froid / chaud / beau / gris il pleut / neige il y a du vent / du brouillard French town names	grand(e) petit(e) un lion            grand / petit un lapin            fort / doux un chat            lent / rapide un tigre            feroce / timide est ne ... pas et, mais, cependant, aussi très, assez je pensé, à mon avis Numbers 32-69 Numbers 70-99 100s up to 999 Mille Euro / cent
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