

MFL – Knowledge and Skills Progression Grid

MFL Skills	Year 3	Year 4	Year 5	Year 6
<p>Listening NC: Listen attentively and show understanding by joining in and responding</p>	<ul style="list-style-type: none"> Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. Follow along and repeat key words from a song, rhyme or poem. 	<ul style="list-style-type: none"> Understand and respond to a range of familiar spoken words and short phrases. Join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. 	<ul style="list-style-type: none"> Understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. Join in with familiar short songs, rhymes or poems, or parts of them. 	<ul style="list-style-type: none"> Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. Produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.
<p>Speaking NC: Ask and answer questions NC: Express opinions and respond to those of others</p>	<ul style="list-style-type: none"> Ask and answer simple pre-learned questions from memory. <p><i>May be restricted to a couple of topics covered in class.</i></p> <p><i>May not understand the formation of questions and answers.</i></p>	<ul style="list-style-type: none"> Rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. <p><i>May still not understand how to form questions / answers independently.</i></p>	<ul style="list-style-type: none"> Ask and answer simple questions on the current topic. <p>Adapt models successfully to give own information, including simple opinions, substituting individual words.</p>	<ul style="list-style-type: none"> Ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
<p>Reading NC: Read and show understanding of words, phrases and simple texts Appreciate stories, songs, poems and rhymes in the language</p>	<ul style="list-style-type: none"> Understand some familiar written words and short phrases. 	<ul style="list-style-type: none"> Read and understand a range of familiar written phrases 	<ul style="list-style-type: none"> Understand familiar words and very simple sentences, for example on notices and posters. 	<ul style="list-style-type: none"> Understand a short text made up of short sentences with familiar language on a familiar topic.
<p>Writing NC: Write words and phrases from memory Describe people, places, things and actions in writing</p>	<ul style="list-style-type: none"> Write some single words from memory, with plausible spelling. 	<ul style="list-style-type: none"> Write simple words and several short phrases from memory with understandable spelling. 	<ul style="list-style-type: none"> Write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. 	<ul style="list-style-type: none"> Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
<p>Grammar NC: gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative) connectives and qualifiers, adverbs of time, prepositions of place</p>	<p>Use indefinite articles in the singular with masculine and feminine nouns. Recognise definite articles and plural indefinites. Form regular plural nouns. Identify adjective and noun position. Use some singular masculine and plural adjectives correctly. Use the high-frequency verb forms confidently. Can use the connectives and, but and also.</p>	<p>Use indefinite articles in singular and plural and definite articles in both singular and plural. Use a variety of plural nouns, including some irregular ones. Use adjectives (agreement and position) with more confidence. Create greater variety of sentences using the key verb forms from Y3. Use <i>tiene</i> (3rd person tener) and <i>está</i> (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus)</p>	<p>Use the definite article with verbs of like / dislike. Correctly omit the definite article e.g. when talking about what you eat or drink. Use the definite article correctly with verbs of sport. Agree adjectives for number and gender after because it is/they are. Use all persons of several regular verbs in the present tense (with the support of a frame). Use the days of the week in sentence formation.</p>	<p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. Agree adjectives for number and gender after because it is/they are, but still makes errors. Use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Use subordinating connectives (if, because) and some may be able to use 'which'.</p>