



# MFL Progression of Skills

|                  | Listening   | Speaking  | Reading  | Writing   | Grammar   |
|------------------|---|---|--|---|---|
| <b>Reception</b> |   |   |  |   |   |
| <b>Year 1</b>    |   |   |  |   |   |
| <b>Year 2</b>    |   |   |  |   |   |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>I can join in with most of the actions in songs, stories and rhymes.</li> <li>I can recognise the written form and meaning of some known vocabulary from the spoken word.</li> </ul>   | <ul style="list-style-type: none"> <li>I can join in with story retelling.</li> <li>I can answer some known questions.</li> <li>I can repeat short modelled words and phrases.</li> <li>I can name objects and use linked actions.</li> </ul>   | <ul style="list-style-type: none"> <li>I can read and recognise most familiar vocabulary.</li> <li>I can participate in stories, songs and poems and retain some vocabulary through repetition.</li> <li>I can pronounce familiar words.</li> <li>I can use known vocabulary to decipher new vocabulary.</li> </ul>  | <ul style="list-style-type: none"> <li>I can copy some words and short phrases accurately.</li> <li>I can write a simple phrase which may contain an adjective.</li> </ul>  | <ul style="list-style-type: none"> <li>I can place the adjective in the correct place in a sentence (after the noun).</li> <li>I can understand the difference between the indefinite article (un/une) and the definite article (le/la/les)</li> <li>I can understand that some nouns are masculine (le/un) and some are feminine (la/une).</li> <li>I can understand the difference between singular and plural nouns (le/la/les).</li> </ul>  |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>I can say/sing short, familiar rhymes or songs from memory.</li> <li>I can listen to and recognise the meaning of familiar sentences.</li> <li>I can match sound to written text and recognise familiar language.</li> </ul> | <ul style="list-style-type: none"> <li>I can ask and answer some familiar questions.</li> <li>I can form a simple sentence using nouns and adjectives.</li> <li>I can use 'I have' (J'ai) and 'It is' (C'est) to form simple sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>I can read and understand simple sentences, including nouns and adjectives.</li> <li>I can participate in stories, songs and poems and retain most new vocabulary through repetition.</li> <li>I can read familiar words with good pronunciation.</li> <li>I can understand some new words in a familiar text, especially cognates (words that look similar in English).</li> <li>I can begin to use a bilingual dictionary.</li> </ul> | <ul style="list-style-type: none"> <li>I can write a few simple sentences with understandable accuracy.</li> <li>I can use 'I have' (J'ai) and 'It is' (C'est) to form simple sentences.</li> <li>I can adapt known phrases to create new phrases e.g. changing the adjective (C'est une jupe rose / C'est une jupe rouge).</li> <li>I can use some simple conjunctions (et, mais)</li> </ul> | <ul style="list-style-type: none"> <li>I can begin to use a variety of subjects (je, il, elle, on, nous)</li> <li>I can begin to understand the conjugated forms of 'etre' (to be) e.g. je suis, il/elle/on est and 'avoir' (to have) e.g. j'ai, il/elle/on a.</li> <li>I can understand and apply singular and plural nouns (le/la/les).</li> <li>I can understand that some nouns are masculine (le/un) and some are feminine (la/une) and apply this correctly with guidance from the teacher.</li> <li>I can understand the difference between the indefinite article (un/une) and the definite article (le/la/les) and apply this correctly with guidance from the teacher.</li> </ul> |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>I can join in readily with simple songs/stories and retain language from them.</li> <li>I can follow the text of a familiar song or story that is read aloud.</li> </ul>   | <ul style="list-style-type: none"> <li>I can ask and answer a variety of familiar questions.</li> <li>I can speak in the 1<sup>st</sup> (je) and 3<sup>rd</sup> (il/elle/on) person.</li> <li>I can express likes and dislikes (j'aime / je n'aime pas).</li> <li>I can explain what people do/don't have using <i>avoir</i> in the third person (il a / elle a / il n'a pas / elle n'a pas)</li> <li>I can explain what people are/aren't like using <i>être</i> in the third</li> </ul> | <ul style="list-style-type: none"> <li>I can read and understand complex sentences e.g. noun, adjective, verb.</li> <li>I can listen to/watch stories/songs and I can pick out and understand familiar words.</li> <li>I can read aloud familiar words observing particular pronunciation rules (e.g. silent letters, accent/stress markers etc.)</li> <li>I can use cognates, logic and some grammatical understanding</li> </ul>   | <ul style="list-style-type: none"> <li>I can write some simple sentences and a few complex sentences (sometimes from memory, sometimes with a scaffold).</li> <li>I can write in the 1<sup>st</sup> (je) and 3<sup>rd</sup> (il/elle/on) person.</li> <li>I can add time phrases to my writing e.g. quand (when), aujourd'hui (today) and normalement (normally).</li> </ul>                  | <ul style="list-style-type: none"> <li>I can write simple and some complex familiar sentences from memory with understandable accuracy.</li> <li>I can use a dictionary to research new nouns and adjectives and experiment with them in my writing.</li> </ul>   |

|               |  |   |  |  |   |
|---------------|--|---|--|--|---|
|               |  | person (il est / elle est / il n'est pas / elle n'est pas)  | to decode the meaning of new words.<br>• I can use a bilingual dictionary to look up unfamiliar words in texts.  |  |   |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>• I can listen to and understand more complex, familiar sentences.</li> <li>• I understand a wide range of questions.</li> <li>• I can listen to and identify key information and vocabulary.</li> <li>• I can follow and understand a song or story with more complex language.</li> </ul> | <ul style="list-style-type: none"> <li>• I can engage in short conversations using familiar language.</li> <li>• I can express likes, dislikes and opinions.</li> </ul> | <ul style="list-style-type: none"> <li>• I can read and understand some more detailed sentences.</li> <li>• I can understand new words in short, familiar texts, using a range of strategies.</li> <li>• I can use a dictionary to research new nouns and adjectives and apply them actively in my own sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• I can write simple and some complex familiar sentences from memory with understandable accuracy.</li> <li>• I can use a dictionary to research new nouns and adjectives and experiment with them in my writing. I can write more detailed sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use the negative form (ne)</li> <li>• I can use subordinating conjunctions 'if' (si) and 'because' (parce que).</li> </ul> |

### **MORE ABLE**

**If a child is secure with all skills within their year group band, they can be assessed by the following more able strands:**

- I can adapt model sentences to create my own versions.
- I can apply learnt grammar in new contexts.
- I can listen to more complex sentences and unpick meaning based on words that I know.
- I can read more complex sentences and unpick meaning based on words that I know.
- I can justify my opinions with reasons.
- I can demonstrate my understanding of pronunciation rules and apply in new contexts.