



ASHTREE PRIMARY SCHOOL & NURSERY - MFL Progression

	Reading	Writing	Listening	Speaking	Knowledge about languages
Year 3	<p>Pupils can:</p> <ul style="list-style-type: none"> -read and understand some familiar words in written form. -identify some cognates in the TL and can use a simple glossary, or other resource, to reinforce the meaning of familiar words. -recognise and read known sounds within words -read some key vocabulary. 	<p>Pupils can:</p> <ul style="list-style-type: none"> -write some of the numbers to 20 from memory. -experiment with writing simple words. -copy accurately in writing some key words. -copy or label using single words or short phrases. 	<p>Pupils can:</p> <ul style="list-style-type: none"> -listen, understand and respond to questions using words and short phrases and ask a range of simple questions. -recognise numbers 1–20 -discriminate sounds and identify meaning when items are repeated several times -identify common nouns -begin to know some key vocabulary e.g. body parts, colours 	<p>Pupils can:</p> <ul style="list-style-type: none"> -use simple phrases to give information, either independently or in unison. -respond to simple questions with support from a spoken model or visual clue. -respond to spoken instructions. -greet others with increasing confidence. -know a well-known children’s song in the TL. -sing a song from memory, with clear pronunciation. 	<p>Pupils can:</p> <ul style="list-style-type: none"> -show understanding that parts of speech (e.g. nouns) can be found in the target language as well as English. -produce sentences & utterances that show emerging grammatical understanding. -understand and start to use some basic core structures.
Year 4	<p>Pupils can:</p> <ul style="list-style-type: none"> -use simple reading strategies to help decode meaning of words and use a simple glossary or dictionary to find out meaning of unfamiliar words. -read and understand familiar phrases and can begin to decode simple sentences and pick out key information in the TL. -understand words displayed in the classroom- -read familiar words and join in with a non-fiction text / story 	<p>Pupils can</p> <ul style="list-style-type: none"> -produce some simple phrases from memory, sometimes with approximate but recognisable spelling. -write familiar words and simple phrases from a model- 	<p>Pupils can:</p> <ul style="list-style-type: none"> -listen with care. - listen, understand and respond to questions using words and short phrases. -identify and pronounce accurately the names of some countries and towns. -listen to a story and select keywords and phrases from it -begin to develop a wider vocabulary. 	<p>Pupils can</p> <ul style="list-style-type: none"> -use simple phrases to give information, either independently or in unison. -sing a song from memory on a related topic. -remember a sequence of spoken words. -speak clearly and confidently. -express opinions. 	<p>Pupils can:</p> <ul style="list-style-type: none"> -demonstrate understanding of the similarities and differences between English and TL (e.g. gender of nouns, adjectival agreement and position, formation of plural of nouns). -understand the main core structures and begin to use some actively.



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Year 5	<p>Pupils can:</p> <ul style="list-style-type: none">- find out the meaning of unfamiliar words using a wider range of reading strategies and/or resources.-understand the layout of a bilingual dictionary and use it effectively.-read and pick out, with support, key information through learned vocabulary and phrases, reading strategies and, sometimes, independent research (e.g. using a dictionary).-retrieve information from a text.-read aloud to a partner or small group.	<p>Pupils can</p> <ul style="list-style-type: none">-produce longer sentences using familiar and unfamiliar language with support (e.g. adapting language, using resources).-adapt the language produced from memory to build new sentences so that the message is understood.- write sentences on a range of topics using a model.	<p>Pupils can:</p> <ul style="list-style-type: none">-understand numbers in multiples of 10 up to 100.- listen to a story or poem and identify key words and phrases.	<p>Pupils can:</p> <ul style="list-style-type: none">-use short sentences when asking and answering questions.-prepare a short talking task alone or with a partner and present this with reasonable pronunciation.-give information.	<p>Pupils can:</p> <ul style="list-style-type: none">-begin to use agreements of adjectives.-manipulate language by changing an element in a sentence.
Year 6	<p>Pupils can:</p> <ul style="list-style-type: none">-decode longer texts by applying their knowledge of vocabulary and grammar, reading strategies and independent learning skills such as dictionary work or by using other resources.-read and understand a wider range of more complex texts with some unfamiliar language.- Read aloud with confidence.	<p>Pupils can</p> <ul style="list-style-type: none">-produce more complex sentences using familiar and unfamiliar language with support (e.g. adapting language, using resources/dictionaries).-write sentences using some description.-apply a range of linguistic knowledge to create simple, written pieces that can be understood.	<p>Pupils can:</p> <ul style="list-style-type: none">-follow short descriptions in order to find specific information.-listen attentively and understand more complex phrases and sentences.	<p>Pupils can:</p> <ul style="list-style-type: none">-devise and perform a short sketch in role play situation.-prepare a short presentation on a familiar topic.-be understood when speaking in TL.-understand and give simple directions.	<p>Pupils can:</p> <ul style="list-style-type: none">-understand and use negatives.-recognise patterns in the foreign language.