

Old Park Primary School MFL Skills Progression

Highlighted statements show revisited and consolidating learning.

Speaking						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Learn to repeat and reproduce the language I hear with accurate pronunciation</p>	<p>Learn to articulate key words introduced in the lesson and understand their meaning</p>	<p>Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy of a variety of nouns and articles from topics such as 'Animals', 'Colours' and 'Numbers'</p> <p>Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language; thus, helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.</p> <p>Communicate with others using simple words and short phrases covered in the units</p>	<p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson is increased.</p> <p>There is an expectation that pupils will be able to recall and re-use previously taught nouns. Nouns will always be taught with the appropriate definite indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation.</p> <p>We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated.</p> <p>Begin to focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation.</p> <p>We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated.</p> <p>We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</p>

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Listening						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Appreciate and actively participate in traditional short stories & fairy tales</p>	<p>Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear</p>	<p>Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous years. Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in.</p> <p>Pupils are expected to use and understand better what they hear to complete the tasks set.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. They are taught to understand longer, more complex passages of spoken language that is based on previous taught language with much more new and unfamiliar language weaved in.</p> <p>Pupils are expected to use and understand better what they hear and use their skills to listen to unknown target language to complete the tasks set.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Pupils are able to listen for much longer periods of time and on a more frequent basis.</p> <p>They continue to develop their understanding of more complex passages of spoken language that is based on previous taught language with much more new and unfamiliar language weaved in.</p> <p>Pupils are expected to use and understand better what they hear and use their skills to listen to unknown target language to complete the tasks set.</p>

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Reading						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson'.</p> <p>Understand the meaning in English of short words read in the foreign language.</p> <p>Pupils learn strategies to understand written text by "hunting" for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p> <p>Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons'.</p> <p>Understand most of what is read in the foreign language when it is based on familiar language.</p> <p>Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons in Years 3 and 4'.</p> <p>Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons in Years 3-5' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p> <p>Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary.</p>

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Writing						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Consolidate letter formation skills by copying words in the foreign language from a model.</p>	<p>Copy simple nouns and determiners/articles from a model.</p>	<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Pupils will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use of nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p>	<p>Write a short paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now beginning to add adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words correctly from memory.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications.</p>

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Grammar						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p> <p>To understand the concept of gender. To start to understand the concept of nouns and articles. To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' To understand the use of the possessives, first person and possibly other forms too. To begin to understand the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. To begin to use negative form. How to change something from the positive into the negative. I have, I don't have. To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>	<p>Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'</p> <p>To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions. What subjects they like or do not like but also explaining WHY.</p> <p>Pupils will be introduced to the concept of whole irregular verb conjugation.</p>