

Old Park Primary School MFL Skills Progression

Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.



Speaking						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<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 a variety of nouns and articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc.</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>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>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>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>



Listening

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<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.</p>	<p>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>Pupils now learn to listen for much longer periods of time and more frequently during lessons. 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>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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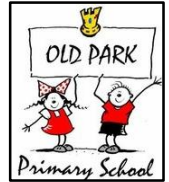
Reading						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<p>Pupils learn strategies to understand written text by "hunting" for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. This takes place in many Early Language units and also some Creative Curriculum units that contain slightly more text, as in our 'Ancient Britain' unit.</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>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>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>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).</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>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>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. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p>

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Grammar

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<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>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>To begin to use negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not. To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.</p>	<p>To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. 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. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</p>

