Hamilton Academy

MFL: progression of skills

Purpose of study: Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study

PROGRESSION IN MFL SKILLS				
	YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
LISTENING	• Repeat words modelled by teacher, show understanding with an action • Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly	• Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) • Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases	• Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary • Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly	• Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary • Children can understand a short passage made up of familiar word and basic phrases
	YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
SPEAKING	• Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers. • Recognise a familiar question and respond with a simple rehearsed response • Can repeat and say familiar words and short simple phrases, using understandable pronunciation	• Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers • Children can and perform short role plays on one topic, with several exchanges and secure pronunciation • Children can produce short preprepared phrases on a familiar topic, with secure pronunciation	• Children can ask and answer questions on the current topic. Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation	• Engage in short scripted Conversations • Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence • Children can ask and answer simple questions on a few very familiar topics

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING	• Copy simple vocabulary. Children can write some single words from memory, with plausible spelling • Children can, with support, substitute one element in a simple phrase to vary the meaning	• Children can write simple words and several short phrases from memory • Children use understandable spelling	• Begin to use dictionaries to find the meaning of unknown words and to translate own ideas • Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling	• Adapt taught phrases to create new sentences • Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling
	YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
READING	• Begin to recognise written vocabulary/ single words Begin to recognise written phrases	• Begin to recognise simple written Phrases • Recognise simple written phrases and understand a range of familiar written phrases	• Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic • Read short passages and answer questions on what they have read	• Practice reading longer texts aloud, containing taught phrases and vocabulary • Children can understand a short text made up of short sentences with familiar language on a familiar topic • Can use a dictionary or word list
	YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
GRAMMAR	• Can use indefinite articles in the singular with masculine and feminine nouns • Can use the high-frequency verb forms (I have,it is, there is/are)	• Can use indefinite and definite articles with singular and plural nouns • Can use prepositions of place and sequencers	• Can use all persons of several regular verbs in the present tense (with the support of a frame)	• Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences