



MFL

Progression Map

MFL PROGRESSION MAP



Vocabulary

YEAR 6

- Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.
- Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.

YEAR 3

- Show that he/she recognises words and phrases heard by responding appropriately.
- Follow simple instructions and link pictures or actions to language.
- When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.

LISTENING

YEAR 5

- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.
- Identify different ways to spell key sounds, and select the correct spelling of a familiar word.

YEAR 4

- Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.
- Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.
- Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.

MFL PROGRESSION MAP



Vocabulary

YEAR 6

- Engage in longer conversations, asking for clarification when necessary.
- Create his/her own sentences using knowledge of basic sentence structure.
- Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

YEAR 3

- **Ask and answer simple questions, for example about personal information.**
- **Repeat sentences heard** and make simple adaptations to them.
- **Use mostly accurate pronunciation and speak clearly when addressing an audience.**
- Use simple adjectives such as colours and sizes to describe things orally.

SPEAKING

YEAR 5

- Take part in conversations and express simple opinions giving reasons.
- Adapt known complex sentences to reflect a variation in meaning.
- Begin to use intonation to differentiate between sentence types.
- Create a short piece for presentation to an audience.

YEAR 4

- Ask and answer a range of questions on different topic area
- Using familiar sentences as models, make varied adaptations to create new sentences.
- Read aloud using accurate pronunciation and present a short learned piece for performance.

MFL PROGRESSION MAP



Vocabulary

YEAR 6

- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.
- Attempt to read a range of texts independently, using different strategies to make meaning.
- Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.

YEAR 3

- **Recognise some familiar words and phrases in written form.**
- **Read some familiar words aloud using mostly accurate pronunciation.**
- Learn and remember new words encountered in reading.

READING

YEAR 5

- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- Learn a song or poem using the written text for support.
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.

YEAR 4

- Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.
- **Follow the written version of a text he/she is listening to.**
- Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.

MFL PROGRESSION MAP



Vocabulary

YEAR 6

- Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.
- Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.
- Begin to use some adverbs.

YEAR 3

- **Write some single words from memory.**
- Use simple adjectives such as colours and sizes to describe things in writing.
- **Record descriptive sentences using a word bank.**

WRITING

YEAR 5

- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

YEAR 4

- Write words and short phrases from memory.
- Use a range of adjectives to describe things in more detail, such as describing someone's appearance.
- Write descriptive sentences using a model but supplying some words from memory.

MFL PROGRESSION MAP



Vocabulary

YEAR 6

- Know how to conjugate a range of high frequency verbs.
- Understand how to use some adverbs in sentences.
- Have an awareness of similarities and differences in grammar between different languages.

YEAR 3

- **Recognise the main word classes e g nouns, adjectives and verbs.**
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
- **Have basic understanding of the usual order of words in sentences in the target language.**

GRAMMAR

YEAR 5

- Know how to conjugate some high frequency verbs.
- Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.
- Adapt sentences to form negative sentences and begin to form questions.

YEAR 4

- Recognise a wider range of word classes including pronouns and articles, and use them appropriately.
- Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.
- Recognise questions and negative sentences.