

# **Stapeley Broad Lane CE Primary School**



**Modern Foreign Languages  
Knowledge Progression**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>There are no NC expectations for MFL in Early Years. However, we recognise that children absorb language from an early age.</p> <p>As a result, in EYFS, we aim to expose the children to French songs, stories and games – learning to love the language.</p> <p>They may also learn some greetings and simple phrases as part of focussed teaching or continuous provision.</p>	<p>Understand a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"> <li>• a few words and phrases in a song or a rhyme</li> <li>• days of the week</li> <li>• colours</li> <li>• numbers</li> </ul>	<p>Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> <li>• Basic phrases concerning myself, my family, my school, the weather.</li> </ul> <p>Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> <li>• A short rhyme or song, a telephone message, announcement or weather forecast.</li> <li>• Sentences describing what people are wearing, what they are doing, an announcement or message</li> </ul>	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
Speaking		<p>Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> <li>• greeting someone</li> <li>• saying oui, non, s'il vous plait, merci</li> <li>• naming classroom objects</li> <li>• days of the week</li> </ul> <p>saying what the weather is like</p>	<p>Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> <li>• Saying where I live</li> <li>• Whether I have brothers and sisters</li> <li>• Whether I have a pet</li> <li>• When my birthday is</li> <li>• How old I am</li> </ul> <p>Saying the date</p>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>

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Reading		Children will be able to: Can recognise and read out a few familiar words and phrases - e.g. • from stories and rhymes • labels on familiar objects • the date • the weather	Children will be able to: Understand and read out familiar written phrases - e.g. • simple phrases • weather phrases • simple description of objects someone writing about their pet	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.

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Writing		Can write or copy simple words or symbols correctly - e.g. <ul style="list-style-type: none"> <li>• numbers</li> <li>• Days of week</li> <li>• colours</li> <li>• classroom objects</li> <li>• a shopping list</li> </ul>	Can write one or two short sentences to a model and fill in the words on a simple form - e.g. • personal information <ul style="list-style-type: none"> <li>• where I live</li> <li>• how old I am</li> <li>• holiday greetings by e - mail or on a postcard</li> </ul>	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.
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.