



## Progression of Skills

### Modern Foreign Languages



#### Key Stage 2 National Curriculum

##### **Pupils should be taught to:**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Skill	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>Repeat words modelled by teacher and 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>

<p><b>Speaking</b></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 preprepared 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>
<p><b>Writing</b></p>	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p>
<p><b>Reading</b></p>	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p>

			Read short passages and pull answer questions on what they have read.	Can use a dictionary or word list.
<b>Grammar</b>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>	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.