MFL PROGRESSION OF SKILLS

SKILL AREA	Y3	Y4	Y5	Y6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer texts and more authentic foreign language material. Learn to pick out cognates and more familiar words and learn to gist listen even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased confidence, knowledge and spontaneity.	Learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from phonics lesson 1. Understand the meaning in English of short words I read in French.	Read aloud short pieces of text, applying knowledge learnt from phonics lessons 1 and 2. Understand most of what we read in French when it is based on familiar language.	Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings, using knowledge learnt from phonics lessons 1-3.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from phonics lessons 1-4 including awareness of accents, silent letters etc. Decode unknown language by using bilingual dictionaries.
Writing	Write familiar words and short phrases using a model or vocabulary list, eg. I play the piano, I like apples.	Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate, eg. my name, where I live and my age.	Write a paragraph using familiar language incorporating conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives, eg. My name/my age/where I live/a pet I have/a pet I don't have/my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives, eg. a presentation or description of a typical school day including subjects, time and opinions.

Grammar	Start the understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs, eg. I like, I play, I am called.	Better understand the concept of gender and which articles to use for meaning, eg. the, a or some. Introduce simple adjectival agreement, eg. when describing nationality, the negative form and possessive adjectives. Eg. in my pencil case I have/I do not have.	Revision of gender and nouns and learn to use and recognise the terminology of articles, eg. definite (the), indefinite (a) and partitive (some/any). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation, eg. I wear, he/she wears and also be able to describe clothes in terms of colour, eg, my blue coat.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives, eg. which subjects I like at school and also which subjects I do not like. Become familiar with a wider range of conjunctions and more confidence with full verb conjugation – both regular and irregular, eg. to go, to do, to have, to be.
Phonics	Silent letters and consonants at the end of words, different accents, e, x, h and r can be tricky. Alphabet letter names ch ou, on, oi a, e, l, o, u	Recap - Silent letters and consonants at the end of words, different accents, e, x, h and r can be tricky. Alphabet letter names ch ou, on, oi a, e, l, o, u New learning: silent consonants at the end of words: d, p, t, x, s i, in ique, ille	Recap - Silent letters and consonants at the end of words, different accents, e, x, h and r can be tricky. Alphabet letter names ch ou, on, oi a, e, l, o, u silent consonants at the end of words: d, p, t, x, s i, in ique, ille New learning: é, è, e, eux, eau ç, â, ê, î, ô, û à, ù, ë, ï, ü	Recap - Silent letters and consonants at the end of words, different accents, e, x, h and r can be tricky. Alphabet letter names ch ou, on, oi a, e, l, o, u d, p, t, x, s i, in ique, ille é, è, e, eux, eau ç, â, ê, î, ô, û à, ù, ë, ï, ü New learning: qu, gne, ç, en, an liaison (eg, vous, vous avez) guttural r
Vocabulary	Please refer to separate vocabulary progression document.			