



Ravenscote Junior School – MFL Skills Progression.



By the end of Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils should be taught:

- ☐ 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
- ☐ 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



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	Year 3	Year 4	Year 5	Year 6
Topics studied	Phonics Calendar Where I live Pets School Music	Describing yourself Family In my town Wider world La oruga muy hambrienta Culture and summary	Clothes Body parts Hobbies Food At the market	TV At home Holidays Transport Food Ordering food
Listen attentively to spoken language and show understanding by joining in and responding	Repeat words modelled by a teacher; listen and show understanding of single words through physical response.	Listen and show understanding of short phrases through physical response.	Listen and show understanding of more complex familiar phrases and sentences.	Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.



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Explore the patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words.	Listen and identify rhyming words and particular sounds in songs and rhymes.	Listen and identify words in songs and rhymes and demonstrate understanding.	Follow the text of familiar rhymes and songs identifying the meaning of words.	Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.		Ask and answer several simple and familiar questions with a rehearsed response.	Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help.	Engage in a short conversation using familiar questions and express opinions.



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Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Name objects and actions and link words with a simple connective.	Use familiar vocabulary to say simple sentences using a language scaffold.	Use familiar vocabulary to say more complex sentences using a language scaffold.	Manipulate language to create and say sentence of own choice using familiar language.
Present ideas and information orally to a range of audiences	Name nouns and present a rehearsed simple statement.	Make simple rehearsed statements about themselves, objects and people.	Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.	Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.



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Appreciate stories, songs and rhymes in the language.	Join in with actions to accompany familiar songs, stories and rhymes.	Say a simple rhyme from memory; join in with words of a song or storytelling.	.Follow the simple text of a familiar song or story and sing or read aloud.	Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.
Develop accurate pronunciation and intonation so that others can understand when they are reading aloud or using familiar words and phrases.	Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings	Read and recognise some letter strings in familiar words and pronounce when modelled.	Read and pronounce familiar words accurately using knowledge of letter string sounds as support.	. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings.



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Read carefully and show understanding of words, phrases and simple writing.	Read and show understanding of familiar single words.	Read and show understanding of simple familiar phrases and short sentences.	. Read and show understanding of a complex sentence using familiar language.	Read and show understanding of a series of complex sentences using familiar language.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.	Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.	Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.	Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.	Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context



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Describe people, places, things and actions orally and in writing.	Write and say simple familiar words to describe people, places, things and actions using a model.	Write and say a simple phrase to describe people, places, things and actions using a language scaffold.	Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Write single familiar words from memory with understandable accuracy.	Write simple familiar short phrases from memory with understandable accuracy.	Write familiar complex sentences from memory with understandable accuracy.	Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.



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<p>Understand basic grammar, key features and patterns of the language and how these apply to build sentences and how they differ from or are similar to English.</p>	<p>Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English.</p>	<p>Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1st and 2nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns; state the position of most adjectives and demonstrate use; make a positive sentence negative; construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English</p>	<p>Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3rd person singular (plural) of regular and high frequency verbs; name the words for the definite article and use correctly; construct more complex sentences, some with relative clauses; explain and use elision. State the differences and similarities with English.</p>	<p>Demonstrate the use, in sentences, of the knowledge of grammar below: word classes; gender of nouns, indefinite article, plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives; the definite article; elision and the construction of simple and complex sentences. State the differences and similarities with English.</p>
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<p>Grammar</p>	<p>Graphemes Phonemes Sound links Statements Pronouns 1st and 2nd person singular</p>	<p>Phonics Numbers Word classes Possessive pronouns Nouns Articles Gender</p>	<p>Phonics Sentence building Pronoun + verb + noun structure Pronouns 1st, 2nd and 3rd person singular</p>	<p>Phonics Sentence building and word order Impersonal verbs Adverbs of time and place Adjectives</p>
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	Recognition of questions using interrogative adverbs. Nouns – gender Indefinite articles (accusative) Plurals Irregular verbs Pronouns 1 st and 2 nd person singular Coordinating conjunctions Numbers Nouns – gender Definite and indefinite articles Plurals Negatives Verbs – regular/irregular Pronouns 1 st , 2 nd and 3 rd person singular Adjectives and adverbs Questions Adjectival agreements	Coordinating conjunctions Present tense* 1 st person Sentences and compound sentences. Interrogative adverbs and pronouns Nouns Articles Gender Adjectives Prepositions Impersonal verbs Negatives Quantifiers/Intensifiers Comparative (recognition) Nouns/articles/gender Plurals Present tense 1 st and 3 rd person Irregular verbs Adjectives (with and without agreements) Quantifiers/Intensifiers Modal verbs	Questions using interrogative adverbs and 2 nd person. Present tense Adjectives Quantifiers/Intensifiers Sentence building Pronoun + verb + noun structure Word classes Pronouns 1 st , 2 nd and 3 rd person singular and plural Modes of address Present tense regular verbs (endings) Irregular verbs Adverbs of time (adverbial phrases) Sentence building/compound sentences Pronoun + verb + noun structure Pronouns 1 st , 2 nd and 3 rd person singular and plural Present tense regular verbs (endings)	Quantifiers/Intensifiers Plurals Negatives with plurals Impersonal verbs Adverbial phrases Prepositions Sentence building - compound sentences Pronouns 1 st , 2 nd and 3 rd person singular and plural Present tense regular and irregular verbs Adverbs of time and place Adjectives Modal verbs Subordinating conjunctions Subordinate clause word order Future tense (Wider range of verbs) Reflexive verbs Adjectival agreements Present tense Future tense
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	<p>Nouns - identification Definite and indefinite articles Plurals Adverbs of time (days of the week) Opinions Nouns (with articles) Irregular verbs (1st, 2nd, 3rd person) Adjectives (with and without endings) Phonics Statements about others</p>		<p>Future tense 1st and 3rd person Adverbs of time Adverbial phrases Word order Adjectives Subordinating conjunctions Subordinate clause word order 3rd person opinions Modal verbs Questions</p>	
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