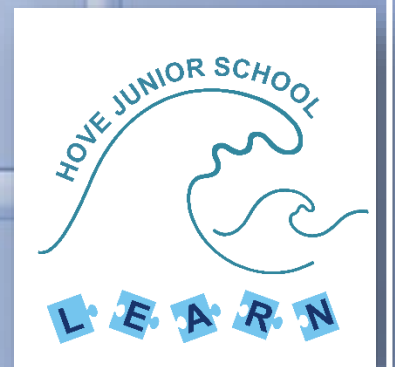




MFL Progression Ladder

WEST HOVE
INFANT SCHOOL
.....
A family of friends



	Year 3	Year 4	Year 5	Year 6
Listening	By the end of Year 4, children: <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words Appreciate stories, songs, poems and rhymes in the language 		By the end of Year 6, children: <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words Appreciate stories, songs, poems and rhymes in the language 	
	Can understand a few familiar spoken words and phrases.	Can understand a range of familiar spoken phrases and are able to listen for specific words and phrases.	Can understand the main points from a series of spoken sentences (including questions). May require some repetition.	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.
	<ul style="list-style-type: none"> listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases 	<ul style="list-style-type: none"> listen attentively and understand more complex phrases and sentences Identify specific sounds, phonemes and words listen for specific words and phrases 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage 	<ul style="list-style-type: none"> listen attentively and understand more complex phrases and sentences listen for specific words and phrases understand the main points and simple opinions in a spoken story, song or passage
	<ul style="list-style-type: none"> recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation 	<ul style="list-style-type: none"> listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation 	<ul style="list-style-type: none"> imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation e 	<ul style="list-style-type: none"> imitate pronunciation identify specific sounds/phonemes/words recite a short piece of narrative either from memory or by reading aloud from a text
Speaking	By the end of Year 4, children: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary 		By the end of Year 6, children: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Develop accurate pronunciation and intonation, so that others understand <ul style="list-style-type: none"> Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary 	
	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).
	<ul style="list-style-type: none"> perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic) 	<ul style="list-style-type: none"> prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays) 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays
	<ul style="list-style-type: none"> perform simple communicative tasks using single words/phrases and sentences 	<ul style="list-style-type: none"> ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions 	<ul style="list-style-type: none"> use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics retell using familiar language a sequence of events from a spoken passage containing complex structures use time and/or sequencing structures in spoken sentences understand and express opinions
	<ul style="list-style-type: none"> recognise and respond to sound patterns and words 	<ul style="list-style-type: none"> Imitate pronunciation identify specific sounds, phonemes, 	<ul style="list-style-type: none"> recognise and respond to sound patterns and words 	<ul style="list-style-type: none"> identify specific sounds, phonemes, words. Imitate pronunciation

	<ul style="list-style-type: none"> - identify specific sounds, phonemes, words. Imitate pronunciation - perform simple communicative tasks using single words/phrases and sentences - focus on correct pronunciation 	<ul style="list-style-type: none"> - words. Imitate pronunciation - perform simple communicative tasks using single words/phrases and sentences - develop accuracy in pronunciation 	<ul style="list-style-type: none"> - identify specific sounds, phonemes, words. Imitate pronunciation - recite a short piece of narrative text by reading aloud - focus on correct pronunciation 	<ul style="list-style-type: none"> - recite a short piece of narrative text by reading aloud - focus on correct pronunciation
	<ul style="list-style-type: none"> - perform simple communicative tasks using single words/phrases and sentences - memorise and present a short spoken text 	<ul style="list-style-type: none"> - perform simple communicative tasks using single words/phrases and sentences - memorise and present a short spoken text - prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) 	<ul style="list-style-type: none"> - prepare a short presentation on a familiar topic - memorize and present a short-spoken text - understand and express opinions - memorize and present a short-spoken text present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> - prepare a short presentation on a familiar topic - memorize and present a short-spoken text - understand and express opinions - using familiar language and some unfamiliar language re-tell or present a story to an audience
Reading	By the end of Year 4, children: <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language 		By the end of Year 6, children: <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language 	
	Can recognise and read out a few familiar words and phrases	Can understand simple written phrases. Can match sounds to familiar written phrases.	Can understand the main point(s) from a short, written passage in clear printed script.	Can understand the main points and simple opinions of a longer passage (e.g letter, recipe, poem, story, an account).
	<ul style="list-style-type: none"> - recognise some familiar words in written form - recognise and respond to sound patterns and words - identify specific sounds phoneme and words. Imitate pronunciation - read and understand a range of familiar phrases 	<ul style="list-style-type: none"> - read a range of familiar written phrases - apply phonic and whole word knowledge of the new language in order to locate words in a reference source - attempt to recite a short piece of narrative by reading aloud from the text - read and understand a range of familiar phrases 	<ul style="list-style-type: none"> - read and understand the main points and some detail from a short written passage (mainly familiar words) - identify specific sounds phoneme and words. Imitate pronunciation - read and understand a range of familiar phrases. 	<ul style="list-style-type: none"> - can use a bilingual dictionary to access unfamiliar language.
	<ul style="list-style-type: none"> - listen and respond to rhymes/songs/stories - recognise some familiar words in written form - read and understand a range of familiar phrases 	<ul style="list-style-type: none"> - listen and respond to rhymes/songs/stories - attempt to recite a short piece of narrative by reading aloud from the text - read and understand a range of familiar phrases 	<ul style="list-style-type: none"> - listen and respond to rhymes/songs/stories - read and understand the main points and some detail from a short written passage (mainly familiar words) 	<ul style="list-style-type: none"> - read and understand the main points and some detail from a short-written passage (mainly familiar words) - identify specific sounds, phoneme and words. Imitate pronunciation - read and understand a range of familiar phrases
	<ul style="list-style-type: none"> - recognise and respond to sound patterns and words - identify specific sounds phoneme and words. Imitate pronunciation - read and understand a range of familiar phrases - apply phonic and whole word knowledge of the new language in order to locate words in a reference source 	<ul style="list-style-type: none"> - identify specific sounds phoneme and words. Imitate pronunciation - read and understand a range of familiar phrases - apply phonic and whole word knowledge of the new language in order to locate words in a reference source 	<ul style="list-style-type: none"> - recognise and respond to sound patterns and words - read and understand the main points and some detail from a short written passage (mainly familiar words) - read and understand a range of familiar and unfamiliar phrases - apply phonic and whole word knowledge of the new language in order to locate words in a reference source 	<ul style="list-style-type: none"> - apply phonic and whole word knowledge of the new language in order to locate words in a reference source
Writing	By the end of Year 4, children: <ul style="list-style-type: none"> • Write phrases from memory and adapt these to create new sentences to express 		By the end of Year 6, children: <ul style="list-style-type: none"> • Write phrases from memory and adapt these to create new sentences to express 	

	ideas clearly <ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary 		ideas clearly <ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary 	
	Can write or copy a few simple words or symbols as an emergent writer of the target language.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	Can write two or three short sentences as a personal response, using reference materials/with support.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
	<ul style="list-style-type: none"> recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source 	<ul style="list-style-type: none"> prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) write simple words and phrases using a model and some words from memory write words and short sentences using a reference 	<ul style="list-style-type: none"> write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense. 	<ul style="list-style-type: none"> Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.
	<ul style="list-style-type: none"> experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference 	<ul style="list-style-type: none"> write word, phrases and short sentences using a ref write simple words and phrases using a model and some words from memory 	<ul style="list-style-type: none"> write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory 	<ul style="list-style-type: none"> write words, phrases and sentence (using a reference) Use time and sequencing structures in written sentences experiment with the writing of words and phrases from memory
	<ul style="list-style-type: none"> perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences 	<ul style="list-style-type: none"> nouns/ gender and in singular and plural begin to explore agreement of adjectives understand and use the question form “have you ..?” and give a positive/ negative response “I have/ haven’t” construct simple sentences using nouns, verb (to be) and an adjective 	<ul style="list-style-type: none"> construct a short text e.g create a ppt/ presentation or short passage to give a description attempt to memorize and present a written text as a spoken text Describe people, places, things and actions orally and in writing 	<ul style="list-style-type: none"> construct a short text e.g. create a ppt/ presentation or short passage to give a description use time and sequencing structures in spoken sentence
Grammar	By the end of Year 4, children: <ul style="list-style-type: none"> Understand basic grammar 		By the end of Year 6, children:	
	Identify nouns and word families/plural and singular identification	Forming nouns/ gender and in singular and plural	Nouns, verbs, adjectives, connectives and prepositions	Nouns, verbs, adjectives, connectives and prepositions.
	Simple imperatives (classroom commands)	Identify adjectives and their position	First to third person singular changes in commonly used verbs – to be called/to live	Noun families, noun gender-definite and indefinite articles
	Create questions and answers in first and second person singular	Noun classes masculine and feminine nouns- changing from definite to indefinite pronouns	Use of singular and plural with nouns, application of masculine and feminine gender to change from definite to indefinite	Singular/Plural nouns
	<ul style="list-style-type: none"> Use question forms Begin to explore nouns Identify and understand commands 	construct simple sentences using nouns, verb (to be) and an adjective	The verb to be /the verb to have in third person singular and plural	Definite/Indefinite pronouns
		<ul style="list-style-type: none"> begin to explore agreement of adjectives understand and use the question form “have you ..?” and give a positive/ negative response “I have/ haven’t” 	Imperatives	<ul style="list-style-type: none"> revisit (extend) and explore use of conjunctions understand and use time phrases to give "o'clock” times explore and practice a regular present tense verb: “to play” explore and practice the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences

			- Use of modal verbal phrases	
			- Position of adjectives and agreements	
Vocabulary (what is covered over the year)	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</p> <p>Aut 1 Ask and answer name Ask and answer simple feelings Count 0-11 6 colours</p> <p>Aut 2 Colours Commands Days Months (and respond to simple question)</p> <p>Spr 1 Animal nouns What is it? My favourite animal is... Spr 2 Revisit numbers and colours Ask and answer how old are you Read and write dates Participate in simple dialogue</p> <p>Sum 1 Fruit and vegetable nouns Revisit numbers and colours Ask for a food item politely</p> <p>Sum 2 Foods for a picnic Asking politely Colours Ask and answer where you live</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</p> <p>Aut 1 Personal information questions and answers Extended feelings Talk about myself, emotions and physical descriptions Numbers 0-60 O'clock times Daily routine phrases</p> <p>Aut 2 House and home nouns Adjectives to describe the house Prepositions Furniture Elf on the shelf</p> <p>Spr 1 Sports nouns Likes, dislikes and preferences Opinions about sports Descriptions of sports</p> <p>Spr 2 Funfair rides nouns Likes, dislikes and preferences Opinions and adjectives for rides Theme park descriptions Favourite things</p> <p>Sum 1 Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Café roleplay Breakfast foods Asking for and understanding a menu</p> <p>Sum 2 Revisit and extend roleplay language – café sketch Nature nouns (scavenger hunt) Prior learning recall for read all about it</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</p> <p>Aut 1 Expressing feelings Recall personal information Introduce myself and someone else Opinions and reasons School subjects likes and dislikes School in TL country</p> <p>Aut 2 Places and nouns for places in a city Explore TL city Simple directions Buying an entrance ticket Numbers 0-100 and Euros Shopping roleplay Festive jumper nouns</p> <p>Spr 1 Recall nouns for fruits and vegetables Extend knowledge of fruits and vegetables Likes, dislikes and preferences Recall numbers to 100 Weights and quantities Market roleplay Recipe and instructions</p> <p>Spr 2 Clothes nouns Verb 'to wear' Adjectives of size and colour Fancy dress outfit Sports kit nouns</p> <p>Sum 1 Personal identity nouns Questions and answers about ID Planets in TL Adjectives to describe planets Recall familiar language from a range of previous topics (weather, animals, shops)</p> <p>Sum 2 Beach bag item nouns Sentence starters You can + infinitives for activities at the beach Conjunctions Opinions and reasons Beach culture in TL country</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary</p> <p>Aut 1 Personal information questions and answers Extended feelings Talk about myself, emotions and physical descriptions Numbers 0-60 O'clock times Daily routine phrases</p> <p>Aut 2 House and home nouns Adjectives to describe the house Prepositions Furniture Elf on the shelf</p> <p>Spr 1 Sports nouns Likes, dislikes and preferences Opinions about sports Descriptions of sports</p> <p>Spr 2 Funfair rides nouns Likes, dislikes and preferences Opinions and adjectives for rides Theme park descriptions Favourite things</p> <p>Sum 1 Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Café roleplay Breakfast foods Asking for and understanding a menu</p> <p>Sum 2 Revisit and extend roleplay language – café sketch Nature nouns (scavenger hunt) Prior learning recall for read all about it</p>