



## Slindon CofE Primary School- Progression of skills – MFL

	Year 3	Year 4	Year 5	Year 6
Listening and speaking	<p>Understand a few familiar spoken words and phrases, e.g. instructions, colours, days of the week, numbers, praise words.</p> <p>Say and/or repeat a few words / short simple phrases – e.g. introduce self, short finger rhyme, sequence of colours, classroom objects</p> <p>Imitate correct pronunciation with some success</p>	<p>Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school, classroom commands, numbers, colours etc.</p> <p>Listen for and respond to specific words / phrases/ songs or rhymes.</p> <p>Answer simple questions and give basic information – (e.g. introducing self, the weather, brothers and sisters, pets) using short phrases.</p> <p>Say (individually or in small group) a short rhyme, song or part of a story.</p>	<p>Understand the main points from a spoken passage made up of familiar language – e.g. basic conversation when introducing oneself/giving opinions, details about school/ weather forecast.</p> <p>Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</p> <p>Ask and answer simple questions– e.g. taking part in / a conversation when meeting French class/an interview/survey about pets/favourite food, talking to a friend about hobbies</p> <p>Talk simply about personal interests.</p>	<p>Understand the main points and some of the detail from a short spoken passage / video/ story / song – e.g. sentences describing what people are wearing/ saying what is wrong at the doctors</p> <p>Take part in a simple conversation, understanding responses.</p> <p>Can substitute items of vocabulary to vary questions or statements.</p>
Reading and writing	<p>Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, classroom sign, colour label etc</p> <p>Write or copy simple words and/or symbols correctly – e.g., numbers, colours, objects to make short phrase</p>	<p>Understands some familiar written phrases – e.g. simple weather phrases, basic descriptions of objects</p> <p>Write one or two short sentences with support (e.g. using a model or filling in the words on a simple form – shopping list, e-mail/postcard, table)</p>	<p>Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email</p> <p>Match sound to print by reading aloud familiar words and phrases, re-reading frequently a variety of short texts.</p> <p>Write a few short sentences with support using vocab already learnt – e.g. Postcard, simple note or message, identity card</p> <p>Spell some words that are readily understandable</p>	<p>Understand the main points and some of the detail from a short, simple written text.</p> <p>Begin to read independently for information / enjoyment.</p> <p>Spell some commonly used words correctly, and use a bilingual dictionary to look up new words.</p> <p>Write a short text on a familiar topic, adapting language already learnt, using a model.</p>

<p>Intercultural understanding</p>	<p>Understand and respect different people and places in the world</p> <p>Understand that some people speak a different language to my own</p>	<p>Identify similarities and differences in my culture to that of another (e.g. compare celebrations, school life).</p> <p>Compare one or two traditional stories.</p>	<p>Compare aspects of their daily lives with those of someone from another country.</p> <p>Respect and understand cultural diversity.</p> <p>Compare symbols / objects / pictures that represent their own culture with those of another country.</p>	<p>Discuss and present information about a particular aspect of a francophone country's culture.</p> <p>Compare attitudes towards aspects of everyday life.</p>
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