

St. Bede's Catholic Primary School Curriculum Progression for MFL



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|-----------|--------|--------|---|---|---|---|
| Listening | | | | National Curriculum. Pupils should be taught to <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 and rhymes and link the spelling, sound and meaning of words develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | | | |
| | | | | <ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard | <ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard | <ul style="list-style-type: none"> gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language | <ul style="list-style-type: none"> understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard |
| | | | | <ul style="list-style-type: none"> listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings | <ul style="list-style-type: none"> listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings | <ul style="list-style-type: none"> identify different ways to spell key sounds, and select the correct spelling of a familiar word | <ul style="list-style-type: none"> apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words |
| | | | | | <ul style="list-style-type: none"> notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English | | |



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| Speaking | | | | National Curriculum Pupils should be taught to: <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 when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences | | | |
| | | | | <ul style="list-style-type: none"> ask and answer simple questions, for example about personal information | <ul style="list-style-type: none"> ask and answer a range of questions on different topic areas | <ul style="list-style-type: none"> take part in conversations and express simple opinions giving reasons | <ul style="list-style-type: none"> engage in longer conversations, asking for clarification when necessary |
| | | | | <ul style="list-style-type: none"> repeat sentences heard and make simple adaptations to them | <ul style="list-style-type: none"> using familiar sentences as models, make varied adaptations to create new sentences | <ul style="list-style-type: none"> adapt known complex sentences to reflect a variation in meaning | <ul style="list-style-type: none"> create his/her own sentences using knowledge of basic sentence structure |
| | | | | <ul style="list-style-type: none"> use mostly accurate pronunciation and speak clearly when addressing an audience | <ul style="list-style-type: none"> read aloud using accurate pronunciation and present a short learned piece for performance | <ul style="list-style-type: none"> begin to use intonation to differentiate between sentence types | <ul style="list-style-type: none"> use pronunciation and intonation effectively to accurately express meaning and engage an audience |



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| Reading | | | | National Curriculum Pupils should be taught to: <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 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | | |
| | | | | <ul style="list-style-type: none"> recognise some familiar words and phrases in written form | <ul style="list-style-type: none"> show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard | <ul style="list-style-type: none"> read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation | <ul style="list-style-type: none"> read aloud and understand a short text containing unfamiliar words, using accurate pronunciation |
| | | | | <ul style="list-style-type: none"> learn and remember new words encountered in reading | <ul style="list-style-type: none"> listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings | <ul style="list-style-type: none"> learn a song or poem using the written text for support | <ul style="list-style-type: none"> attempt to read a range of texts independently, using different strategies to make meaning |
| | | | | <ul style="list-style-type: none"> read some familiar words aloud using mostly accurate pronunciation | <ul style="list-style-type: none"> notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English | <ul style="list-style-type: none"> use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words | <ul style="list-style-type: none"> use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words |

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| Writing | | | | National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally and in writing | | | |
| | | | | <ul style="list-style-type: none"> write some single words from memory | <ul style="list-style-type: none"> write words and short phrases from memory | <ul style="list-style-type: none"> write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank | <ul style="list-style-type: none"> write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic |
| | | | | <ul style="list-style-type: none"> use simple adjectives such as colours and sizes to describe things orally | <ul style="list-style-type: none"> use a range of adjectives to describe things in more detail, such as describing someone's appearance | <ul style="list-style-type: none"> use a wide range of adjectives to describe people and things, and use different verbs to describe actions | <ul style="list-style-type: none"> select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions |
| | | | | <ul style="list-style-type: none"> record descriptive sentences using a word bank | <ul style="list-style-type: none"> write descriptive sentences using a model but supplying some words from memory | | <ul style="list-style-type: none"> begin to use some adverbs |



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| Grammar | | | | National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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. | | | |
| | | | | <ul style="list-style-type: none"> recognise the main word classes e.g. nouns, adjectives and verbs | <ul style="list-style-type: none"> recognise a wider range of word classes including pronouns and articles, and use them appropriately | <ul style="list-style-type: none"> know how to conjugate some high frequency verbs | <ul style="list-style-type: none"> know how to conjugate a range of high frequency verbs |
| | | | | <ul style="list-style-type: none"> understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles | <ul style="list-style-type: none"> understand that adjectives may change form according to the noun they relate to, and select the appropriate form | <ul style="list-style-type: none"> understand how to make changes to an adjective in order for it to 'agree' with the relevant noun | <ul style="list-style-type: none"> understand how to use some adverbs in sentences |
| | | | | <ul style="list-style-type: none"> have basic understanding of the usual order of words in sentences in the target language | <ul style="list-style-type: none"> recognise questions and negative sentences | <ul style="list-style-type: none"> adapt sentences to form negative sentences and begin to form questions | <ul style="list-style-type: none"> have an awareness of similarities and differences in grammar between different languages |



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| Culture | | | | National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> provide an opening to other cultures. foster pupils' curiosity and deepen their understanding of the world | | | |
| | | | | <ul style="list-style-type: none"> Locate country/countries where the language is spoken | <ul style="list-style-type: none"> Know about some aspects of everyday life and compare them to their own | <ul style="list-style-type: none"> Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places | <ul style="list-style-type: none"> Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people Present information about an aspect of culture |

