



Andover CE Primary – MFL Progression of **Knowledge** and **Skills**



EYFS Early Learning Goals	KS1 National Curriculum	KS2 National Curriculum
		<p>Pupils should be taught to:</p> <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 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 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 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.

	EYFS	Year 1 <small>(If the following units are taught – Nursery Rhymes/Salutations)</small>	Year 2 <small>(If the following units are taught – Colours & Numbers/Shapes)</small>	Year 3	Year 4 <small>(Assuming at least 1 year of previous language learning)</small>	Year 5 <small>(Assuming at least 2 years of previous language learning)</small>	Year 6 <small>(Assuming at least 3 years of previous language learning)</small>
Listening	<p>Note for EYFS: Although there is no Early Learning Goal for MFL children in EYFS begin their language journey by developing their skills and knowledge through everyday</p>	<p>Appreciate and actively participate in traditional short stories & fairy tales.</p>	<p>Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.</p>	<p>Listen to and enjoy short stories, nursery rhymes & songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>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.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>

<p>Speaking</p>	<p>discussions and learning in the classroom. This occurs through role play areas, phonics lessons and continuous provision.</p>	<p>Learn to repeat and reproduce the language I hear with accurate pronunciation.</p>	<p>Learn to articulate key words introduced in the lesson and understand their meaning.</p>	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
<p>Reading</p>		<p>Be able to identify written versions of the words I hear.</p>	<p>Being able to identify the written version of a wider range of the words I hear.</p>	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p>
<p>Writing</p>		<p>Consolidate letter formation skills by copying words in the foreign language from a model.</p>	<p>Start to reproduce nouns and determiners/articles from a model.</p>	<p>Write familiar words & short phrases using a model or vocabulary list.</p> <p>E.g., 'I play the piano'. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate.</p> <p>E.g., My name, where I live and my age.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>E.g., My name, my age, where I live, a pet I have, a pet I do not have and my pet's name.</p>	<p>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.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.</p> <p>E.g., A presentation or description of a typical</p>

							school day including subjects, time and opinions.
Grammar		Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. E.g. , Many nouns have a determiner/article in foreign languages, which we do not have in English.	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. E.g. , 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g. , 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ('I wear...', 'he/she wears...') and be able to describe clothes in terms of colour ('My blue coat').	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/ conjunctions and more confident with full verb conjugation - both regular and irregular. E.g. , 'to go', 'to do', 'to have' and 'to be'.