



# Languages Knowledge and Skills Progression Map

## Languages programme of study: National Curriculum Aims

### **The National Curriculum for Languages aims to ensure that all children:**

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

MFL programme of study: **Understanding**

National Curriculum - All pupils understand and respond to spoken and written language from a variety of authentic sources

Understanding and responding to target language (Listening)

	Year 3	Year 4	Year 5	Year 6
Skills - I can	<b>Listen attentively to spoken language and show understanding by joining in and responding</b>			
Knowledge - I demonstrate my understanding by	<ul style="list-style-type: none"> <li>*Responding to single words and short phrases e.g greetings, numbers.</li> <li>*Following classroom instructions.</li> <li>*Pointing to objects and repeating a sequence.</li> <li>*Joining in with familiar songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>*Identifying items by colour adjective</li> <li>*Listening and selecting information e.g. Correct answer card</li> <li>*Identifying similarities between languages (cognates)</li> </ul>	<ul style="list-style-type: none"> <li>*Picking out key words in a sentence containing unfamiliar vocabulary</li> <li>*Identifying the broad meaning of an unknown spoken passage</li> <li>*Giving a summary of an unfamiliar story</li> </ul>	<ul style="list-style-type: none"> <li>*Understand longer and more complex spoken extracts</li> <li>*Sustain a simple conversation using a scaffolded support</li> <li>*Recognising simple past, present and future tense sentences</li> </ul>
Skills - I can	<b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words</b>			
Knowledge - I demonstrate my understanding by	<ul style="list-style-type: none"> <li>*Listening and joining in with rhymes and songs</li> <li>*Beginning to identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>*Joining in with songs and noticing patterns in sounds</li> </ul>	<ul style="list-style-type: none"> <li>*Matching unknown written words while hearing new vocabulary e.g animals,</li> </ul>	<ul style="list-style-type: none"> <li>*Recalling and performing an extended song, rhyme or story</li> </ul>

	between phonemes and words in known languages *Picking out words in the target language from a story, rhyme or song	*Noticing and beginning to predict word patterns and spellings	numbers, mathematical operations *Recognising common spelling patterns and blending and selecting words by sound	*Understanding and making increasingly accurate attempts to read unfamiliar words and phrases
National Curriculum - All pupils speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation				
Speaking				
	Year 3	Year 4	Year 5	Year 6
Skills - I can	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help			
Knowledge - I demonstrate this by	*Using correct pronunciation in spoken work *Asking simple questions *Answering saying, 'yes', 'no' or 'it is'...	*Asking for and giving personal information eg birthdays, date *Asking and answering questions using 'it is' and 'it is not' *Using positional language to describe where something is	*Forming a question in order to ask about preferences *Presenting information in extended sentences including justifying opinions - "I don't like ___ because ___"	*expressing and justifying an opinion eg music *engaging in purposeful dialogue ie expressing opinions

Skills – I can	<b>Speak in sentences, using familiar vocabulary and phrases</b>			
Knowledge – I demonstrate this by	<ul style="list-style-type: none"> <li>*Using short phrases to give information e.g. It is..., age</li> <li>*Beginning to adapt phrases from a known rhyme/song</li> </ul>	<ul style="list-style-type: none"> <li>*Using a model to form a spoken sentence e.g. describing an animal</li> <li>*Speaking in full sentences using known vocabulary e.g. about a cartoon character,</li> </ul>	<ul style="list-style-type: none"> <li>*Rehearsing and recycling extended sentences orally e.g. running dictation</li> <li>*Planning and presenting a short descriptive text e.g. about healthy food</li> </ul>	<ul style="list-style-type: none"> <li>*Planning and presenting a short text e.g. description of a piece of music</li> <li>*Modifying, expressing and comparing opinions eg classical music</li> </ul>
Skills – I can	<b>Develop use of accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b>			

<p>Knowledge – I demonstrate this by</p>	<ul style="list-style-type: none"> <li>*Listening and repeating key phonemes with care e.g. playground games, colours</li> <li>*Comparing sounds and spelling patterns with English</li> </ul>	<ul style="list-style-type: none"> <li>*Repeating short phrases accurately, including liaison of final consonant before vowel</li> <li>*Practising speaking with a small group</li> </ul>	<ul style="list-style-type: none"> <li>*Using intonation and gesture to differentiate between statements and questions</li> <li>Making realistic attempts at pronunciation of new, unknown vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>*Discussing strategies for remembering and applying pronunciation rules</li> <li>*Speaking and reading aloud with increasing confidence and accuracy</li> </ul>
<p>Skills – I can</p>	<p><b>Present ideas and information orally to a range of audiences</b></p>			
<p>Knowledge – I demonstrate this by</p>	<ul style="list-style-type: none"> <li>• Introducing self with simple phrases e.g. name, age</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and performing a short presentation incorporating key vocabulary learned this year</li> </ul>	<ul style="list-style-type: none"> <li>• Using a sentence building frame to discuss likes and dislikes of food</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to questions orally, including giving and justifying opinions e.g. on musical taste</li> </ul>

Skills – I can	Describe people, places and things and actions orally			
Knowledge – I demonstrate this by	<ul style="list-style-type: none"> <li>• Recognising and using adjectives e.g. colour, size</li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate adjectives e.g. to describe someone's appearance</li> </ul>	<ul style="list-style-type: none"> <li>*Using different adjectives, correctly positioned and agreed, to describe e.g. animals</li> <li>*Using language of comparison e.g. about the planets</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and using a wide range of descriptive phrases e.g. about an animal</li> </ul>

National Curriculum - All pupils understand and respond to a range of spoken and written language from a variety of authentic sources  
 -All pupils discover and develop an appreciation of a range of writing in the language studied

Reading

	Year 3	Year 4	Year 5	Year 6
--	--------	--------	--------	--------

Skills - I can	<b>Read carefully and show understanding of words, phrases and simple writing</b>			
Knowledge - I demonstrate this by	*Recognising some familiar words in written form e.g. numbers, colours, words of finger rhymes	* Noticing and discussing cognates e.g. lion, six *Recognising features of different text types e.g. recipes, poems, stories	*Recognising features of different text types e.g. non-fiction, fiction texts *Using a range of strategies to decode new vocabulary	*Reading and understanding the main points and some detail from a short written passage e.g. about history *Reading short, authentic texts for enjoyment or information e.g. about a musician
Skills – I can	<b>Appreciate stories, songs, poems and rhymes in the language we are learning</b>			
Knowledge – I demonstrate this by	• Reading aloud a familiar sentence, rhyme or poem in chorus	• Following a short familiar text, listening and reading at the same time	• Reading and adapting a range of different formats of short texts e.g. sentences from L’Univers / known rhymes	• Reading and responding to authentic texts e.g. an extract from a story, non-fiction text or song

Skills – I can	Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary			
Knowledge – I can demonstrate this by	<ul style="list-style-type: none"> <li>*Beginning to develop dictionary skills, e.g. alphabetical animals</li> <li>*Recognising cognates and near cognates</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding how to use a bilingual dictionary</li> <li>*Making comparisons of word order in French and English</li> </ul>	<ul style="list-style-type: none"> <li>*Using contextual clues and cues to make predictions about meanings e.g. fact file, recipes</li> <li>*Recognising key information within a text</li> <li>*Beginning to recognise different verb form endings</li> </ul>	<ul style="list-style-type: none"> <li>*Continuing to investigate different verb form endings</li> <li>*Using a bilingual dictionary to select alternative vocabulary for sentence building e.g. a range of animals, colours or size adjectives</li> </ul>

National Curriculum - All pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt				
Writing				
	Year 3	Year 4	Year 5	Year 6



Skills - I can	<b>Write phrases from memory and adapt to create new sentences to express ideas clearly</b>			
Knowledge - I demonstrate this by	<ul style="list-style-type: none"> <li>Recalling and writing simple words from memory e.g. colours, numbers</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and writing short words and phrases e.g. a description of an animal</li> </ul>	<ul style="list-style-type: none"> <li>Making a short text using word and phrase cards</li> <li>Completing a gapped text with key words/phrases, e.g. song lyrics/ running dictation</li> <li>Using a bilingual dictionary to increase the range of vocabulary used</li> </ul>	<ul style="list-style-type: none"> <li>Choosing words, phrases and sentences and writing as a text or captions</li> <li>Using a bilingual dictionary to check the spelling of familiar words</li> </ul>
Skills – I can	<b>Use familiar vocabulary in phrases and simple writing</b>			
Knowledge – I demonstrate this by	<ul style="list-style-type: none"> <li>Experimenting with simple writing, copying with accuracy e.g. names of classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Making short phrases or sentences using word cards</li> </ul>	<ul style="list-style-type: none"> <li>Making short phrases or sentences using a model</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a short text on a familiar topic</li> </ul>

Skills – I can	Describe people, places, things and actions orally and in writing			
Knowledge – I demonstrate this by	<ul style="list-style-type: none"> <li>Recognising and using adjectives e.g. colour, size</li> </ul>	<ul style="list-style-type: none"> <li>Using adapted phrases to describe a cartoon character or animal</li> </ul>	<ul style="list-style-type: none"> <li>Using different adjectives, correctly positioned and agreed, to describe e.g. animal, family</li> <li>Using language of comparison e.g. about foods we have tasted</li> </ul>	<ul style="list-style-type: none"> <li>Using a wide range of descriptive phrases e.g. about music</li> <li>Recognising and using verbs in different tenses</li> </ul>

National Curriculum - All pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

**Grammar**

	Year 3	Year 4	Year 5	Year 6
Skills - I can	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 to build sentences and how these differ from or are similar to English			

<p>Knowledge – I demonstrate this by</p>	<ul style="list-style-type: none"> <li>*Beginning to recognise gender of nouns, definite and indefinite article</li> <li>*Identifying plurals of nouns</li> <li>*Recognising placement of adjectives, compared with English</li> <li>*Beginning to understand that verbs have patterns</li> </ul>	<ul style="list-style-type: none"> <li>*Using pronouns he/she</li> <li>*Recognising and applying rules for placement and agreement of adjectives</li> <li>*Using indefinite article in the plural 'some'</li> <li>*Recognising and using possessive adjective 'my'</li> <li>*Beginning to use regular singular verb endings (l/ he/she)</li> <li>*Recognising and using the negative form</li> <li>*Beginning to identify word classes within a sentence</li> <li>*Identifying and using the correct terms for basic punctuation</li> </ul>	<ul style="list-style-type: none"> <li>*Applying rules for adjectives to new vocabulary</li> <li>*Recognising and using plural endings for nouns</li> <li>*Using comparative language</li> <li>*Exploring verbs in infinitive form and recognising them in the dictionary</li> <li>*Recognising and applying verb endings for present regular 'er' verbs</li> <li>*Identifying word classes within a sentence</li> <li>*Identifying how word order differs between French and English</li> </ul>	<ul style="list-style-type: none"> <li>*Understanding how word order differs between French and English</li> <li>*Learning and using some common irregular verbs, e.g. 'to make', 'to go'</li> <li>*Recognising and beginning to form some verbs in future tense</li> </ul>