

## MFL Progression Map

	Year 3	Year 4	Year 5	Year 6
Reading	<p>Pupils make links between some phoneme, rhymes and spellings and read aloud familiar words.</p> <p>Pupils notice the spelling of familiar words.</p> <p>Pupils recognise how sounds are represented in written form.</p> <p>Pupils identify specific sounds, phonemes and words.</p>	<p>Pupils read and understand familiar words and short written phrases.</p> <p>Pupils follow a short text while listening and reading, saying some of the text.</p> <p>Pupils read a wider range of words, phrases and sentences aloud.</p> <p>Pupils apply phonic knowledge to decode text.</p> <p>Pupils recognise and apply simple agreements (e.g. gender, plural, singular).</p> <p>Pupils recognise negative statements.</p> <p>Pupils recognise categories of words (e.g. colours) and word classes</p>	<p>Pupils read and understand some of the main points from a short text.</p> <p>Pupils recognise typical conventions of word order and compare with English.</p> <p>Pupils understand and use negative statements.</p>	<p>Pupils read aloud with confidence, enjoyment and expression, in chorus or individually.</p> <p>Pupils read and understand the main points and some detail from a short passage.</p> <p>Pupils identify different text types and read short, authentic texts for enjoyment or information.</p> <p>Pupils match sound to sentences and paragraphs.</p> <p>Pupils apply knowledge of word order and sentence construction to support understanding of written text.</p>
Writing	<p>Pupils write some familiar simple words accurately using a model.</p> <p>Pupils write some familiar simple words from memory.</p>	<p>Pupils write some familiar words and phrases (noun &amp; gender and adjectives) without help (from memory).</p> <p>Pupils copying simple structures.</p> <p>Pupils use question forms</p> <p>Pupils use phonic knowledge to support accurate pronunciation and to write simple words and phrases.</p> <p>Pupils recognise and apply simple agreements (e.g. gender, plural, singular).</p>	<p>Pupils understand how a simple sentence is written.</p> <p>Pupils write words, phrases and a few sentences using a model. Pupils remember simple structures and apply in new contexts.</p> <p>Pupils can join simple sentences using et/mais.</p> <p>Pupils manipulate language by changing a single element in a sentence.</p> <p>Pupils understand and use negative statements.</p> <p>Pupils apply knowledge of language rules and conventions when building short sentences.</p> <p>Pupils use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>Pupils write several sentences from memory.</p> <p>Pupils develop a short text using a model.</p> <p>Pupils know how to use a bilingual dictionary to check their spelling and the gender.</p> <p>Pupils manipulate language by changing a single element in a sentence.</p> <p>Pupils understand and use negative statements.</p> <p>Pupils apply knowledge of language rules and conventions when building short sentences.</p> <p>Pupils use 1st, 2nd and 3rd person singular forms of familiar verbs.</p> <p>Pupils use knowledge of words, text and structure to make meaning, using simple language.</p>

				<p>Pupils apply knowledge of words and text conventions to build meaningful sentences and short texts.</p> <p>Pupils confidently use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>
<b>Speaking</b>	<p>Pupils communicate with others using simple words and phrases.</p> <p>Pupils use the correct pronunciation in spoken work.</p> <p>Pupils recognise question forms and negatives.</p>	<p>Pupils use question forms.</p> <p>Pupils use phonic knowledge to support accurate pronunciation and to say simple words and phrases.</p>	<p>Pupils communicate by asking a wider range of questions.</p> <p>Pupils express simple opinions.</p> <p>Pupils make a short presentation using a model.</p> <p>Pupils develop accuracy in pronunciation and intonation.</p> <p>Pupils manipulate language by changing a single element in a sentence.</p> <p>Pupils use strategies to keep a conversation going.</p> <p>Pupils understand and use negative statements.</p> <p>Pupils apply knowledge of language rules and conventions when building short sentences.</p>	<p>Pupils join in a short conversation.</p> <p>Pupils give a clear presentation in a clear audible voice.</p> <p>Pupils recognise the importance and significance of intonation.</p> <p>Pupils use knowledge of words, text and structure to make meaning, using simple language.</p>
<b>Listening</b>	<p>Pupils link sounds to meanings.</p> <p>Pupils recognise question forms and negatives.</p> <p>Pupils identify specific sounds, phonemes and words</p>	<p>Pupils listen to and identify words and short phrases.</p> <p>Pupils communicate by answering a wider range of questions.</p> <p>Pupils sort words according to sounds.</p> <p>Pupils recognise negative statements.</p> <p>Pupils recognise categories of words (e.g. colours) and word classes.</p>	<p>Pupils can pick out some of the main points from short spoken passages.</p> <p>Pupils can join in a short conversation.</p> <p>Pupils understand simple opinions.</p> <p>Pupils recognise typical conventions of word order and compare with English.</p> <p>Pupils understand and use negative statements.</p>	<p>Pupils listen to and understand the main points and some detail from a short spoken passage.</p>