Tollesbury School

Belong Discover Achieve

Skills Progression

Subject area: MFL

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening				I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can listen and join in with some words and respond simply. I can begin to explore the patterns and sounds of language through songs and rhymes. I can begin to link the sounds and spellings of words. I can recognise a question and respond to them simply.	I can pick out familiar words and phrases from spoken sentences. I can listen and join in with phrases and respond simply. I can begin to explore the patterns and sounds of language through songs and rhymes. I can recognise familiar words and phrases in a spoken story or poem. I can recognise that the structure of some French sentences differs from English. I can link some of the sounds and spellings of words. I can start to recognise the sound of some letter strings in familiar words.	I can understand the main points being spoken, from a short passage that contains some unfamiliar language. I can listen attentively to spoken language, join in and respond. I can understand the main points from a spoken story or poem, which contains some unfamiliar language.	I can understand the main points and some of the detail from a short, spoken passage, including mote complex phrases and sentences. I can listen attentively to spoken language, join in with and respond with full sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. I can explore the patterns and sounds of language through songs and rhymes. Link the sounds and spellings of words. Link meanings of words to sounds and spellings.

Speaking (including stories, poems and songs)				I can repeat simple words and phrases. I can join in with simple songs and rhymes and actions. I can answer questions to give basic information using simple words and phrases. I can say that I don't understand or ask for a question to be repeated. I can ask for help using polite language. I can ask and answers simple question using short sentences. I can repeat some simple sentences from memory. I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. I can prepare and recite a few simple sentences.	I can ask for simple opinions and give my own, eg: likes and dislikes. I can say full sentences from memory, with some accurate pronunciation, so that others can understand me. I can prepare and present information or a set of simple instructions to a group for them to follow, e.g. some directions. I can recite a simple rhyme or song from memory. I can use simple adjectives and say a few sentences to describe my interests, people including my family and where I live. I can use simple sentences where the structure or word order differs from English. I can name objects and actions. I can ask and answer at least two simple and familiar questions with a response.	I can join in with a short continuous conversation including giving simple opinions and ask and answer questions. I can adapt familiar sentences by changing a few words. I can prepare a short talk on a familiar subject and present it clearly and confidently to a partner or small group with prompts. I can sing familiar songs clearly with accurate pronunciation. I can describe what other people do or like doing. I can prepare and present a short talk about a person, place, or thing. I can use what I have learnt about the structure of French sentences to build new ones using the same model.	I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons. I can use familiar words and sentence structures to construct new sentences. I can use a range of spoken language confidently, using accurate pronunciation and intonation. I can develop a simple sketch or role-play and perform it eg: to my class. I can use a wide range of descriptive language when speaking about people, places, things and actions. I can understand the impact of accents and elisions on sound and usually apply them correctly when pronouncing words.

				I can give a simple response to a simple written question. I can introduce myself using short, simple sentences and give my name and age. I can use some numbers, colours and simple describing words in spoken sentences. I can talk about myself using some common verbs in the first person singular form.	I can show some awareness of accents, elisions and silent letters and can begin to pronounce words accordingly. I can follow and understand a familiar written text, reading and listening at the same time.		
Reading				I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written words accurately, using my knowledge of French phonics. I can read familiar words and phrases aloud with accurate pronunciation, so others can understand me. I can recognise and understand some individual written words, and match them to pictures. I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.	I can read a simple rhyme, song or story aloud to my class. I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. I can use a bilingual dictionary to find the French translation of English words. I can identify the gender of a French noun from its article. I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. I can recognise the first, second and third person singular forms of some	I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics. I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. I can understand the main points from a short written text, which contains some unfamiliar language. I can read aloud a short story containing familiar language, clearly and with expression.	I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language. I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm. I can understand the basic meanings of 'on' in French. I can use a bilingual dictionary to identify the word class and find the meaning of unfamiliar words. I can usually read and pronounce unfamiliar words accurately using knowledge of letter string sounds to support and observe silent letter rules.

				I can read a simple rhyme or poem, in chorus. I can make links with English to work out the meaning of new words. I can begin to use a bilingual dictionary correctly. I can copy familiar words to describe people, places, things, and actions using a model.	common verbs in the present tense. I can recognise common sentence and word order patterns in French. I can write responses to spoken language using short phrases and simple sentences.		I can start to predict the pronunciation of unfamiliar words using letter strings and silent letter rules.
Writing				I can write short, simple responses to spoken language using familiar words. I can give a written response to a simple written question. I can write some familiar words from memory.	I can use my knowledge of French phonics to help me spell familiar words. I can express my opinions using simple sentences. I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. I can write some phrases and simple sentences from memory. I can complete a written sentence by adding letters, words and phrases. I can write a few simple sentences about the following: a) myself, including my name and age, from memory. b) Describing where I live	I can express my opinions using complex sentences. I can write several sentences from memory. I can adapt familiar written sentences by changing a few words. I can write several sentences from memory to describe: a) what other people do or like doing, b) a person, place or thing. I can use some simple sentence structures that differ from English in my writing.	I can use familiar words and sentence structures to write new sentences. I can write a short passage from memory, including longer or more complex sentences. I can construct a short text to describe a place, person or thing, using a wider range of adjectives. I can write some regular French nouns in the singular and plural form. I can write the correct forms of some simple adjectives with a noun, using an example sentence. I can write the correct form of some irregular verbs in the first and third person singular. I can write simple sentences in the future and past tenses, with support. I can use the rules I know about building sentences in

Grammar				I can recognise whether some nouns are singular or plural (using le/la/les). I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately. I can name the gender of nouns, name the indefinite and definite article for both genders and use them correctly. I can use a simple negative form (ne…pas). I can recognise and use the first person possessive adjectives (mon, ma, mes).	c) The things that I do, eg: my hobbies or daily routine using the first person, d) People, including my family and friends. I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about from the pronoun. I can use the correct article most of the time to match the gender of the noun. I can use les or des for plural nouns. I can show awareness of word classes – nouns, adjectives and verbs and be aware of the similarities in English. I can use the correct form of some regular and high frequency verbs in the present tense with first and second person. I can use the present tense of some high frequency	I can use either 'le'/'la' or 'un'/'une' appropriately. I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'. I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?' I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise that some nouns have irregular plurals. I can recognise that adjectives' endings often	French to create new sentences using different vocabulary. I can use French articles confidently and accurately. I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations. I can talk about what I have done, using the past tense and what I am going to do, using the future tense. I can recognise the 'vous'/'ils'/'elles' forms of some common and high frequency verbs in the present tense. I can recognise that some verbs are irregular. I can identify the future tense.

					verbs in the third person singular. I can recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase. I can use simple prepositions in sentences. I can use the third person singular and plural of the verb 'etre' in the present tense.	change to match the noun they're describing. I can use the correct article to match the gender of a noun. I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'. I can identify word classes. I can recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa. ses). I can recognise and use a range of prepositions.	I can recognise the past tense of high frequency verbs. I can use French articles confidently and accurately. I can explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. I can name and use a range of conjunctions to create compound sentences. I can use some adverbs. I can explain and use elision and state the differences and similarities with English. I can choose the correct tense of a verb (present, perfect, imperfect, future) according to context.