

# MFL Skills Progression

|                                |                                                                                                                                                                                                                                     | EYFS                                                                     | Y1                                                                                                                                                                         | Y2                                                                                                                                                                                                                                                                               | Y3                                                                                                                                                                                                                                                                                                                                                                                       | Y4                                                                                                                                                                                                                                               | Y5                                                                                                                                                                                                                                                                | Y6                                                                                                                                                                                                                                                                                             |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listening</b>               | <b>Understand and respond to spoken language from a variety of authentic sources</b>                                                                                                                                                | Listen to a variety of songs<br><br>Understand and respond to a greeting | Listen to a variety of songs<br><br>Understand and respond to a variety of greetings                                                                                       | Listen with attention to, and repeat, words and simple phrases<br><br>Respond to a few familiar spoken words and phrases on the current topic, with repetition or action to support                                                                                              | Listen to and repeat words and simple phrases, show understanding by pointing, drawing or an action<br><br>Understand and respond to a few familiar spoken words and phrases, with repetition or action for support                                                                                                                                                                      | Listen attentively to spoken language, show understanding<br><br>Pick out known words in a conversation<br><br>Understand and respond to a range of familiar spoken words and short phrases                                                      | Begin to show understanding of more complex sentences, listening for specific vocabulary and information<br><br>Pick out the main points of a short, spoken passage made up of familiar language                                                                  | Show understanding of more complex sentences, listening for specific vocabulary and information<br><br>Understand a short, spoken passage made up of familiar language                                                                                                                         |
| <b>Speaking</b>                | <b>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, continually improving the accuracy of their pronunciation</b> | Join in with repeated songs<br><br>Use a greeting                        | Join in with familiar songs<br><br>Use a variety of greetings                                                                                                              | Repeat modelled words<br><br>With support answer a familiar topic- based question                                                                                                                                                                                                | Repeat modelled words developing accuracy in pronunciation<br><br>Recognise a familiar question and respond with rehearsed answer<br><br>Produce some familiar words and phrases independently with understandable pronunciation                                                                                                                                                         | Use common phrases<br><br>Develop accuracy of pronunciation<br><br>Perform short conversation with support with secure pronunciation<br><br>Produce short phrases on a familiar topic with secure pronunciation                                  | Ask and answer questions on the current topic<br><br>Take part in a dialogue on current topic<br><br>Produce some short phrases independently within a familiar topic with good pronunciation                                                                     | Engage in short scripted conversations<br><br>Speaking in longer sentences, adapting sentence structures to create own sentence<br><br>Ask and answer simple questions independently on familiar topics                                                                                        |
| <b>Reading</b>                 | <b>Understand and respond to written language from a variety of authentic sources<br/>Discover and develop an appreciation of a range of writing in the language studied</b>                                                        |                                                                          |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                  | Begin to recognise written vocabulary/ single words<br><br>Begin to recognise some common written phrases<br><br>Begin to read words from vocabulary list and begin to use as a reference                                                                                                                                                                                                | Begin to recognise simple written phrases<br><br>Recognise vocabulary from a familiar topic<br><br>Read words from vocabulary lists with confidence and use as reference                                                                         | Read and show understanding of more complex written phrases<br><br>Read and show understanding of a piece of writing based on the current topic<br><br>Read short passages and answer questions on what they have read<br><br>Begin to use bilingual dictionaries | Practise reading longer texts aloud containing taught phrases and vocabulary<br><br>Understand a short text made up of short sentences with familiar language on a familiar topic<br><br>Use a dictionary or word list to aid understanding                                                    |
| <b>Writing</b>                 | <b>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt</b>                                                                                              |                                                                          |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                  | Copy simple vocabulary<br><br>Write some single words from memory with plausible spelling                                                                                                                                                                                                                                                                                                | Write simple vocabulary with plausible spelling<br><br>Begin to write some simple phrases from memory                                                                                                                                            | Write words, phrases and simple sentences from memory with understandable spelling<br><br>Begin to adapt taught phrases to create new sentences                                                                                                                   | Adapt taught phrases to create new sentences<br><br>Write a short simple text from memory using simple sentences from one familiar topic with reasonable spelling                                                                                                                              |
| <b>Transferable Vocabulary</b> |                                                                                                                                                                                                                                     | Bonjour<br><i>hello</i><br><br>Au revoir<br><i>goodbye</i>               | Bonjour<br><i>hello</i><br>Salut<br><i>hi</i><br>Au revoir<br><i>goodbye</i><br>Comment ça va?<br><i>how are you?</i><br>Ça va bien <i>good</i><br>ça va mal<br><i>bad</i> | Bonjour<br><i>hello</i><br>Salut<br><i>hi</i><br>À bientôt<br><i>see you soon</i><br>Bonsoir<br><i>good evening</i><br>Comment ça va?<br><i>how are you?</i><br>ça va (très) bien<br><i>I am (very) well</i><br>ça va moyen<br><i>I'm ok</i><br>ça va mal<br><i>I'm not good</i> | et toi? <i>and you?</i><br><br>oui / non <i>yes, no</i><br><br>s'il vous plaît / merci <i>please/ Thank you</i><br><br>Numbers<br><br>J'aime <i>I like</i><br><br>Je n'aime pas <i>I don't like</i><br><br>J'ai <i>I have</i><br><br>je n'ai pas <i>I don't have</i><br><br>as-tu? <i>do you have?</i><br><br>Mais <i>but</i><br><br>Voici <i>here is</i><br><br>Je (l')/tu <i>I/you</i> | As Y3 plus<br><br>J'habite<br><i>I live</i><br>Ou est?<br><i>Where is</i><br>...est<br><i>Is</i><br>C'est<br><i>It is</i><br>J'adore<br><i>I love</i><br>tu aimes<br><i>You like</i><br>Je deteste<br><i>I hate</i><br>Il y a<br><i>There is</i> | As Y3/Y4 plus<br><br>Je suis<br><i>I am</i><br>Je vais<br><i>I go/am going</i><br>Je parle<br><i>I speak/am speaking</i><br>Il/elle a<br><i>He/she has</i><br>Il/elle est<br><i>He/she is</i><br>Il/elle s'appelle<br><i>He/ she is called</i>                    | As Y3/Y4/Y5 plus<br><br>Je porte<br><i>I wear/am wearing</i><br>tu portes<br><i>you wear/ are wearing</i><br>il/elle porte<br><i>He/she wears/is wearing</i><br>Il y a<br><i>There is</i><br>il n'y a pas<br><i>There isn't</i><br>C'est<br><i>It is</i><br>Je voudrais<br><i>I would like</i> |