

MFL Skills Progression.

Year	Key Skills
3	<p>Speaking; *Say and repeat single words and simple sentences with a degree of accuracy. *Memorise a small part of a short-spoken text for collaborative presentation.</p> <p>Listening; *Show understanding of a few familiar words and phrases. Start to identify specific sounds, phonemes and words.</p> <p>Reading; *Recognise and read out a few familiar words and phrases. *Use the context of what they read to determine some meaning.</p> <p>Writing; Write or copy a few simple words, phrases and symbols correctly.</p>
4	<p>Speaking; *Answer simple questions and give basic information. *Ask for repetition. *Start to reproduce correct intonation when speaking. *Memorise and present a short-spoken text.</p> <p>Listening; *Show an understanding of a range of spoken phrases. *Start to identify a range of specific sounds, phonemes and words.</p> <p>Reading; *Understand and read out familiar written phrases. * Use context and previous knowledge to determine meaning of a short paragraph. *Begin to know how to use a French dictionary.</p> <p>Writing; *Start to apply phonic knowledge to support reading and writing. *Write several sentences to a model and fill in words on a simple form. *Write a few words from memory.</p>
5	<p>Speaking; *Ask and answer simple questions and talk about interests, including simple opinions. *Ask for clarification and repetition. *Apply knowledge of grammatical rules when building spoken sentences. *Pronounce/read some unknown words (containing known letter strings) aloud, with a degree of accuracy. *Speak clearly with good pronunciation.</p> <p>Listening; *Show an understanding of the main points of a short-spoken passage made up of familiar words. *Identify a range of specific sounds, phonemes and words.</p> <p>Reading;</p>

	<p>*Apply phonic knowledge to support reading and writing with increasing confidence and regularity.</p> <p>*Understand the main points from a short written text.</p> <p>*Use context and previous knowledge to help understanding.</p> <p>Use a dictionary to check French/English and English/French words.</p> <p>Writing;</p> <p>*Write a few sentences to form a short paragraph using learned expressions.</p> <p>*Write short phrases from memory.</p>
<p>6</p>	<p>Speaking;</p> <p>*Take part in a simple conversation and express opinions in greater detail.</p> <p>Use knowledge of words, text and structure to build spoken passages and engage in longer conversations.</p> <p>*Speak confidently with good pronunciation and intonation.</p> <p>*Use spoken language to confidently present information.</p> <p>Listening;</p> <p>*Show understanding of the main points and some of the detail from a spoken passage.</p> <p>*Identify a wider range of specific sounds, phonemes and words.</p> <p>Reading;</p> <p>*Read aloud texts containing unknown words with a degree of accuracy.</p> <p>*Understand the main points and some detail from written texts in familiar contexts.</p> <p>*Use context, previous knowledge and an awareness of grammatical conventions to help understanding and reading skills.</p> <p>*Use a dictionary quickly and accurately.</p> <p>*Make use of word lists.</p> <p>Writing;</p> <p>*Write a short text on a familiar topic adapting language which has already been learned.</p> <p>*Write sentences from memory.</p> <p>*Make use of word lists.</p>

Key stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study

Pupils should be taught to:

Grammar and vocabulary

- * identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- * use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- * develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- * use accurate grammar, spelling and punctuation.

Linguistic competence

listen to a variety of forms of spoken language to obtain information and respond appropriately

- * transcribe words and short sentences that they hear with increasing accuracy
- * initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- * express and develop ideas clearly and with increasing accuracy, both orally and in writing
- * speak coherently and confidently, with increasingly accurate pronunciation and intonation
- * read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- * read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- * write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language