



MLF Progression and Assessment Grids

KS1	LKS2	UKS2
<p>Intent: At Whittingham C of E Primary, the intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We aim to introduce the learning of the French and Spanish language and the understanding of the cultures in enjoyable and stimulating ways. We hope to embed the essential skills of listening, reading, speaking and writing. We aim to build the children’s ‘culture capital’ so that they are aware of similarities and differences between cultures. It is our aim to lay the foundations for future language learning.</p> <ul style="list-style-type: none"> • Ensure we are covering skills from the National Curriculum • We aim to develop their language skills through conversation. • We will ensure children have the opportunity to use and develop these skills throughout the lessons. 		
<p>Implementation:</p> <ul style="list-style-type: none"> • We will structure lessons so that prior learning and revision of key skills are continuously built upon. • We will ensure key skills are introduced and used with lessons. 		
<p>Impact:</p> <ul style="list-style-type: none"> • We want children to develop a love of languages and begin to converse using their skills. • We will measure the impact of learning through assessing their development of key skills. 		

	Year 3	Year 4
Listening	<ul style="list-style-type: none"> • show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings 	<ul style="list-style-type: none"> • show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Speaking	<ul style="list-style-type: none"> • ask and answer simple questions, for example about personal information • repeat sentences heard and make simple adaptations to them • use mostly accurate pronunciation and speak clearly when addressing an audience 	<ul style="list-style-type: none"> • ask and answer a range of questions on different topic areas • using familiar sentences as models, make varied adaptations to create new sentences • read aloud using accurate pronunciation and present a short learned piece for performance
Reading	<ul style="list-style-type: none"> • recognise some familiar words and phrases in written form • read some familiar words aloud using mostly accurate pronunciation • learn and remember new words encountered in reading 	<p>show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</p> <ul style="list-style-type: none"> • listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Writing	<ul style="list-style-type: none"> • write some single words from memory • use simple adjectives such as colours and sizes to describe things orally • record descriptive sentences using a word bank 	<ul style="list-style-type: none"> • write words and short phrases from memory • use a range of adjectives to describe things in more detail, such as describing someone's appearance • write descriptive sentences using a model but supplying some words from memory

Grammar	<ul style="list-style-type: none"> • recognise the main word classes e.g. nouns, adjectives and verbs • understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles • have basic understanding of the usual order of words in sentences in the target language 	<ul style="list-style-type: none"> • recognise a wider range of word classes including pronouns and articles, and use them appropriately • understand that adjectives may change form according to the noun they relate to, and select the appropriate form • recognise questions and negative sentences
	Year 5	Year 6
Listening	<ul style="list-style-type: none"> • gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language • identify different ways to spell key sounds, and select the correct spelling of a familiar word 	<ul style="list-style-type: none"> • understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard • apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Speaking	<ul style="list-style-type: none"> • take part in conversations and express simple opinions giving reasons • adapt known complex sentences to reflect a variation in meaning • begin to use intonation to differentiate between sentence types 	<ul style="list-style-type: none"> • engage in longer conversations, asking for clarification when necessary • create his/her own sentences using knowledge of basic sentence structure • use pronunciation and intonation effectively to accurately express meaning and engage an audience
Reading	<ul style="list-style-type: none"> • read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation • learn a song or poem using the written text for support • use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words 	<ul style="list-style-type: none"> • read aloud and understand a short text containing unfamiliar words, using accurate pronunciation • attempt to read a range of texts independently, using different strategies to make meaning • use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Writing	<ul style="list-style-type: none"> • write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank • use a wide range of adjectives to describe people and things, and use different verbs to describe actions 	<ul style="list-style-type: none"> • write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic • select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions • begin to use some adverbs

Grammar	<p>know how to conjugate some high frequency verbs</p> <ul style="list-style-type: none"> • understand how to make changes to an adjective in order for it to 'agree' with the relevant noun • adapt sentences to form negative sentences and begin to form questions 	<ul style="list-style-type: none"> • know how to conjugate a range of high frequency verbs • understand how to use some adverbs in sentences • have an awareness of similarities and differences in grammar between different languages
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Key Vocabulary	
KS2	
Vocab Phrases Audience Intonation Pronunciation Conversation	