

MFL Key Stage 2



	Year 3	Year 4	Year 5	Year 6
<p>Listening & Comprehension</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • appreciate stories, songs, poems and rhymes in the language 	<p>I can understand a few familiar spoken words and phrases – e.g.</p> <ul style="list-style-type: none"> • Say hello and goodbye • Describe simple things about yourself (age, body parts, characteristics) <ul style="list-style-type: none"> • Simple nouns and objects (musical instruments and classroom objects) • teacher’s instructions • days of the week • colours • numbers (0-31) • Family • Animals • Food • Months of the year 	<p>I can understand a range of familiar spoken phrases – e.g. <input type="checkbox"/> basic phrases concerning myself and school, time (31-60), commands, festivals, weather and directions, money clothes and colour. Respond to a clear model of language.</p>	<p>I can understand the main points from a spoken passage made up of familiar language – e.g. <input type="checkbox"/> short rhyme or song <input type="checkbox"/> basic telephone message <input type="checkbox"/> weather forecast and numbers to 100</p>	<p>I can understand the main points and some of the detail from a short spoken passage – e.g. <input type="checkbox"/> sentences describing what people are wearing <input type="checkbox"/> an announcement</p>
	<p>I can explore the patterns and sounds of language through songs and rhymes and join in with actions</p>	<p>I can say a simple rhyme from memory; join in with words of a song or storytelling</p>	<p>I can listen to and appreciate songs and rhymes in the language.</p>	<p>I can listen to and appreciate poems, stories and poems in the language</p>
	<p>I can repeat words modelled by teacher, show understanding with an action</p>	<p>I can listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p>	<p>Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary and phrases</p>	<p>I can listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary, phrases and sentences</p>
		<p>I can pick out known words in an ‘authentic’ conversation</p>		

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<ul style="list-style-type: none"> • Speaking • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words 	I can say and/or repeat a few words and short simple phrases – e.g. □ what I am like (personality)	I can answer simple questions and give basic information – e.g. □ about the weather, □ describe self/ hobbies and interests)	I can ask and answer simple questions and give some information– e.g. □ taking part in an interview/ survey about pets/favourite food □ talking to a friend about hobbies.	I can take part in a simple scripted conversation and express an opinion.
	Recognise a familiar question and respond with a simple rehearsed response	I can use common phrases	I can talk about personal interests.	I can speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentence
	I can imitate correct pronunciation with some success from authentic speakers	I am developing accuracy with my pronunciation when pronouncing phrases, by listening to and repeating recordings of authentic speakers	I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	My pronunciation is becoming more accurate and intonation is being developed
	I know how to pronounce some single letter sounds.	I can show an awareness of sound patterns	I know how to pronounce some letter strings	I know how to pronounce a range of letter strings.
				I can begin to understand how accents change letter sounds.
				I can substitute items of vocabulary to vary questions or statements

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<p>Reading & Comprehension</p> <ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<p>I can begin to recognise few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date 	<p>I can understand some familiar written phrases e.g.</p> <ul style="list-style-type: none"> • simple weather phrases • basic descriptions of objects 	<p>I can understand the main point(s) from a short written text – e.g.</p> <ul style="list-style-type: none"> • simple messages on a postcard/in an email 	<p>I can understand the main points and some of the detail from a short written text.</p>
		<p>I can begin to show understanding of more complex written phrases</p>	<p>I can read and show understanding of more complex written phrases</p>	<p>I can practice reading longer texts aloud, containing taught phrases and vocabulary</p>
	<p>I can use visual clues to help with reading.</p>	<p>I can begin to match sound to print.</p>	<p>I can match sound to print by reading aloud familiar words and phrases</p>	<p>I can begin to read independently and appreciate</p>
			<p>I can use a book or glossary to find out the meanings of new words.</p>	<p>I can use a bilingual dictionary to look up new words</p>

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<p style="color: green; font-weight: bold; margin: 0;">Writing & Grammar</p> <ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where) 	<p>I can write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> personal information such as age numbers colours objects 	<p>I can write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g.</p> <ul style="list-style-type: none"> shopping list holiday greetings by email/postcard/ weather 	<p>I can write a few short sentences with support – e.g.</p> <ul style="list-style-type: none"> postcard simple note or message identity card 	<p>I can write a short text on a familiar topic, adapting language already learnt.</p>	
	<p>I can select appropriate words to attempt to complete short phrases or sentences</p>	<p>I can begin to spell some commonly used words and phrases correctly.</p>	<p>I can spell words that are readily understandable</p>	<p>I can spell commonly used words correctly</p>	
		<p>I can begin to write short phrases and sentences from memory</p>	<p>I can write words, phrases and short simple sentences from his/her repertoire from memory.</p>	<p>I can adapt taught phrases to create new sentences.</p>	
	<p>I can use un/una with noun to identify gender</p>	<p>I can use I and you</p>	<p>I can begin to use verbs in the first person e.g. Yo corro (I run)</p>	<p>I can begin to use verbs in the second and third person</p>	
		<p>I can begin to use adjectives with nouns</p>	<p>I can use adjectives with nouns</p>	<p>I can confidently use adjectives with nouns</p>	
		<p>I can form positive and negative versions of phrases. e.g. me gusta/ no me gusta</p>			

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Intercultural understanding	I can understand and respect that there are people and places in the world around me that are different to where I live and play.	I can identify similarities and differences in my culture to that of another.	I can show respect for and understand cultural diversity.	I can talk about, discuss and present information about a particular country's culture
	I can understand that some people speak a different language to my own	I can talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	I can understand how symbols, objects and pictures can represent a country	I can begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.