



MFL Progression document EYFS - KS2




MFL Curriculum Progression


MFL: Four Areas of the Curriculum

<p>Listening and 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>Speaking</p>	<ul style="list-style-type: none"> • 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
<p>Reading and 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>Writing and 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


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Key Stage 2		
		
Listening and Comprehension	<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) • Simple nouns and objects (classroom objects) • teacher's instructions • days of the week • colours • numbers (0-10) • Family • Animals • Food • Months of the year 	<p>I can understand a range of familiar spoken phrases -</p> <ul style="list-style-type: none"> • Basic phrases concerning myself and school • Number 11 - 60 • time • festivals • money • colour. • Nationalities • Leisure activities
	<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 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 (eg. with an action) .</p>
		<p>I can pick out known words in an 'authentic' conversation.</p>

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Speaking	<p>I can say and/or repeat a few words and short simple phrases -</p>	<p>I can answer simple questions and give basic information - e.g. describe self/ hobbies and interests.</p>
	<p>Recognise a familiar question and respond with a simple rehearsed response.</p>	<p>I can use common phrases .</p>
	<p>I can imitate correct pronunciation with some success from authentic speakers .</p>	<p>I am developing accuracy with my pronunciation when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p>
	<p>I know how to pronounce some single letter sounds.</p>	<p>I can show an awareness of sound patterns.</p>

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Reading and comprehension	<p>I can begin to recognise few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects</p>	<p>I can understand some familiar written phrases e.g. telling the time</p>
	<p>I can use visual clues to help with reading.</p>	<p>I can begin to show understanding of more complex written phrases</p>
		<p>I can begin to match sound to print.</p>

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Key Stage 2

LEARNING PROGRESSION

Writing and Grammar

I can write or copy simple words and/or symbols correctly - e.g. personal information such as age, numbers, colours, objects.	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. shopping list, holiday greetings by email/ postcard/ weather.
I can select appropriate words to attempt to complete short phrases or sentences.	I can begin to spell some commonly used words and phrases correctly.
I can use un/una with noun to identify gender.	I can begin to write short phrases and sentences from memory.
	I can use I and you.
	I can begin to use adjectives with nouns.
	I can form positive and negative versions of phrases. e.g. me gusta/ no me gusta.

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Intercultural	<p>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.</p>
	<p>I can identify similarities and differences in my culture to that of another.</p>
	<p>I can understand that some people speak a different language to my own</p>
	<p>I can talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>