

**THE JOHN HARROX PRIMARY SCHOOL MFL PROGRESSION OF SKILLS DOCUMENT**

<b>PROGRESSIVE CORE STRANDS</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Oracy (Speaking and Listening)</b>	<ol style="list-style-type: none"> <li>1. Listen and respond to simple rhymes, stories and songs</li> <li>2. Recognise and respond to sound patterns and words</li> <li>3. Perform simple communicative tasks using single words, phrases and short sentences</li> <li>4. Listen attentively and understand instructions, everyday classroom language and praise words</li> </ol>	<ol style="list-style-type: none"> <li>1. Memorise and present a short spoken text</li> <li>2. Listen for specific words and phrases</li> <li>3. Listen for sounds, rhyme and rhythm</li> <li>4. Ask and answer questions on various topics</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</li> <li>2. Understand and express simple opinions</li> <li>3. Listen attentively and understand more complex phrases and sentences</li> <li>4. Prepare a short presentation on a familiar topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the main points and simple opinions in a spoken story, song or passage</li> <li>2. Perform to an audience</li> <li>3. Understand longer and more complex phrases or sentences</li> <li>4. Use spoken language confidently to initiate and sustain conversations and to tell stories</li> </ol>
<b>Literacy (Reading and Writing)</b>	<ol style="list-style-type: none"> <li>1. Recognise some familiar words in written form</li> <li>2. Make links between some phonemes, rhymes and spellings, and read aloud familiar words</li> <li>3. Experiment with the writing of simple words</li> </ol>	<ol style="list-style-type: none"> <li>1. Read and understand a range of familiar written phrases</li> <li>2. Follow a short familiar text, listening and reading at the same time</li> <li>3. Read some familiar words and phrases aloud and pronounce them accurately</li> <li>4. Write simple words and phrases using a model and some words from memory</li> </ol>	<ol style="list-style-type: none"> <li>1. Re-read frequently a variety of short texts</li> <li>2. Make simple sentences and short texts</li> <li>3. Write words, phrases and short sentences, using a reference</li> </ol>	<ol style="list-style-type: none"> <li>1. Read and understand the main points and some detail from a short written passage</li> <li>2. Identify different text types and read short, authentic texts for enjoyment or information</li> <li>3. Match intonation to sentences e.g. inflection in questions</li> <li>4. Write sentences on a range of topics using a model</li> </ol>
<b>Intercultural Understanding</b>	<ol style="list-style-type: none"> <li>1. Learn about the different languages spoken by children in the school</li> <li>2. Locate country/countries where the language is spoken</li> <li>3. Identify social conventions at home and in other cultures</li> <li>4. Make indirect or direct contact with the country/countries where the language is spoken</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn about festivals and celebrations in different cultures</li> <li>2. Know about some aspects of everyday life and compare them to their own</li> <li>3. Compare traditional stories</li> <li>4. To learn about ways of travelling to the country/countries</li> </ol>	<ol style="list-style-type: none"> <li>1. Look at further aspects of their everyday lives from the perspective of someone from another country</li> <li>2. Recognise similarities and differences between places</li> <li>3. Compare symbols, objects or products which represent their own culture with those of another country</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare attitudes towards aspects of everyday life</li> <li>2. Recognise and understand some of the differences between people</li> <li>3. Present information about an aspect of culture</li> </ol>

ADDITIONAL 'CROSS-CUTTING' STRANDS	Year 3	Year 4	Year 5	Year 6
<p><b>Knowledge about Language</b></p>	<ul style="list-style-type: none"> <li>• Identify specific sounds, phonemes and words.</li> <li>• Recognise commonly used rhyming sounds.</li> <li>• Imitate pronunciation of sounds.</li> <li>• Hear main word classes.</li> <li>• Recognise question forms and negatives.</li> <li>• Recognise how sounds are represented in written form.</li> <li>• Notice the spelling of familiar words.</li> <li>• Recognise that languages describe familiar things differently.</li> <li>• Recognise that many languages are spoken in the UK and across the world.</li> <li>• Recognise conventions of politeness.</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce and extend recognition of word classes and understand their function.</li> <li>• Recognise and apply simple agreements, singular and plural.</li> <li>• Use question forms.</li> <li>• Recognise that texts in different languages will often have the same conventions of style and layout.</li> <li>• Apply phonic knowledge of the language to support reading and writing.</li> <li>• Identify a different writing system.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise patterns in simple sentences.</li> <li>• Manipulate language by changing an element in a sentence.</li> <li>• Apply knowledge of rules when building sentences.</li> <li>• Develop accuracy in pronunciation and intonation.</li> <li>• Understand and use negatives.</li> <li>• Appreciate that different languages use different writing conventions.</li> <li>• Recognise the typical conventions of word order in the foreign language.</li> <li>• Understand that words will not always have a direct equivalent in the language.</li> <li>• Notice different text types and deal with authentic texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise patterns in the foreign language.</li> <li>• Notice and match agreements.</li> <li>• Use knowledge of words, text and structure to build simple spoken and written passages.</li> <li>• Use knowledge of word order and sentence construction to support the understanding of the written text.</li> <li>• Use knowledge of word and text conventions to build sentences and short texts.</li> <li>• Explore authentic texts further.</li> </ul>
<p><b>Language Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• Discuss language learning and share ideas and experiences.</li> <li>• Use actions and rhymes and play games to aid memorisation.</li> <li>• Remember rhyming words.</li> <li>• Use the context of what they see/read to determine some of the meaning.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Look at the face of the person speaking and listen attentively.</li> <li>• Use gestures to show they understand.</li> <li>• Recognise words which the teacher mouths silently.</li> <li>• Write new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss language learning and share ideas and experiences.</li> <li>• Use mental associations to help remember words.</li> <li>• Ask for repetition and clarification.</li> <li>• Use context and previous knowledge to determine meaning and pronunciation.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Plan and prepare for a language activity.</li> <li>• Read and memorise words.</li> <li>• Sort words into categories.</li> <li>• Apply knowledge about letters and simple grammatical knowledge to experiment with writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and prepare – analyse what needs to be done to carry out a task.</li> <li>• Integrate new languages into previously learnt language.</li> <li>• Apply grammatical knowledge to make sentences.</li> <li>• Use actions and rhymes to aid memorisation.</li> <li>• Ask for repetition and clarification Use context and previous knowledge to help understanding.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Look and listen for visual and aural clues.</li> <li>• Use a foreign language dictionary or a word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss language learning and reflect and share ideas and experiences.</li> <li>• Plan and prepare – analyse what needs to be done in order to carry out a task.</li> <li>• Use language known in one context or topic in another context or topic.</li> <li>• Ask for repetition and clarification.</li> <li>• Use context and previous knowledge to help understanding and reading skills.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Listen for clues to meaning e.g. tone of voice, key words.</li> </ul>

	<ul style="list-style-type: none"><li>• Compare the language with English.</li></ul>	<ul style="list-style-type: none"><li>• Use a dictionary to look up spellings.</li><li>• Use context and previous knowledge to determine meaning and pronunciation.</li><li>• Access information sources.</li></ul>	<ul style="list-style-type: none"><li>• Pronounce/read aloud unknown words.</li></ul>	<ul style="list-style-type: none"><li>• Make predictions based on existing knowledge.</li><li>• Apply a range of linguistic knowledge to create simple, written production.</li><li>• Evaluate work.</li><li>• Compare and reflect on techniques for memorising language.</li><li>• Use a foreign language dictionary.</li></ul>
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