



Stratford Upon Avon Primary School

KS1 and KS2 Progression of Skills – Modern Foreign Languages – Skills, Knowledge and Understanding

Based on the National Curriculum for KS1, KS2 and EYFS objectives/ Early Learning Goal as set out in Development Matters

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Speaking/Oracy	<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 			<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French and Spanish; c listen and understand the main points and some detail from short, spoken material in French and Spanish. 		
	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 			<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts. 		
	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 			<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses. 		



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	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.
	<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.



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Reading and Writing/Literacy	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French, Spanish and English. 	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French, Spanish and in English.
	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.



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Stories, Songs, Poems and Rhymes	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.



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	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	<p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form (ne... pas) (no); g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first-person possessive adjectives (mon, ma, mes) (mi, ma, mis); i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; 	<p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; g explain and use elision; state the differences and similarities with English; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular



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	<p>j conjugate a high frequency verb (aller - to go) (ir - to go) in the present tense; show awareness of subject-verb agreement;</p> <p>k use simple prepositions in their sentences;</p> <p>l use the third person singular and plural of the verb 'être' in the present tense (estar in Spanish).</p>	<p>possessive adjectives;</p> <p>k recognise and use a range of prepositions;</p> <p>l use the third person plural of a few high frequency verbs in the present tense;</p> <p>m name all subject pronouns and use to conjugate a high frequency verb in the present tense;</p> <p>n recognise and use a high frequency verb in the perfect tense; compare with English;</p> <p>o follow a pattern to conjugate a regular verb in the present tense;</p> <p>p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</p>
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