

Eastcote Primary Academy MFL Subject Progression Map

Can children...

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Appreciate and participate in traditional songs and fairy tales.</p> <p>Begin to understand simple questions and short statements.</p>	<p>Appreciate songs and fairy tales, starting to understand some of the familiar words in what they hear.</p> <p>Begin to understand a range of familiar questions and short statements.</p>	<p>Repeat words modelled by a teacher, showing understanding with an action.</p> <p>Children can understand and recognise familiar words and short phrases.</p> <p>Listen to and appreciate short stories, nursery rhymes and songs.</p>	<p>Listen to spoken language and show understanding by joining in and responding (e.g with an action)</p> <p>Listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units.</p>	<p>Begin to show understanding of more complex sentences, picking out specific vocabulary.</p> <p>Listen to longer passages and understand more of what is heard, even when some of the language may be unfamiliar, by using the decoding skills we have developed.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Listen to longer texts and more authentic foreign material, picking out cognates and familiar words.</p> <p>Learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Speaking	<p>Children start to repeat and reproduce the language they hear with accurate pronunciation.</p> <p><i>Support may be needed from a spoken model or</i></p>	<p>Learn to articulate the key words introduced in the lesson and understand their meaning.</p> <p><i>Pronunciation may be approximate and may need support</i></p>	<p>Learn specific vocabulary; developing accuracy in pronunciation by listening to and repeating recordings of authentic speakers (language angels).</p> <p>Communicate with others by asking a familiar question and</p>	<p>Use familiar phrases to communicate with others; developing accuracy when pronouncing phrases by listening to and repeating recordings of authentic speakers.</p> <p>Children can produce short pre-prepared phrases on a familiar</p>	<p>Can produce short phrases independently within a familiar topic, with good pronunciation and increased confidence and spontaneity.</p> <p>Children can ask and answer questions on the current topic.</p>	<p>Children can speak in longer sentences, learning to use particular sentence structures more flexibly to create their own sentences.</p> <p>Children can ask and answer questions on the current and</p>

	<i>visual cues.</i>	<i>from a spoken model.</i>	<p>responding with a simple answer.</p> <p>Can name and describe people.</p>	<p>topic, with secure pronunciation.</p> <p>Can name and describe a place.</p> <p>Can name and describe an object.</p> <p>Can start speaking sentences.</p>	<p>Can hold a simple conversation with at least 3 exchanges.</p>	<p>previously learnt topics, with increased speed and spontaneity.</p> <p>Children can engage in short scripted conversations, with at least 4 exchanges. Responding with opinions and justifications where appropriate.</p>
Reading	<p>Students begin to read written versions of the words they hear.</p>	<p>Students begin to read written versions of a wider range of words they hear.</p> <p>Read aloud single words and phrases.</p>	<p>Begin to read single words and short phrases accurately.</p> <p>Can identify and explain the main points in a short passage.</p>	<p>Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>Can independently read and understand a short passage using familiar language, explaining the main points.</p> <p>Can use a bilingual dictionary or glossary to look up new words.</p>	<p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic, including a short story or factual text.</p> <p>Can use the context to work out unfamiliar words.</p>	<p>Practice reading longer texts aloud, understanding sentences made up of familiar language.</p> <p>Read and show understanding of a piece of writing based on the current topic, including a short story or factual text.</p> <p>Can use the context to work out unfamiliar words alongside a dictionary or word list.</p>

Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns from a model.	Write familiar words and short phrases using a model or vocabulary list. Children can write some single words from memory, with reasonable spelling. Can write what they like/dislike - singular.	Write familiar words and several short phrases. Children can write short phrases from memory, with understandable spelling Children can say what they like/dislike-singular and plural.	Write longer sentences using familiar language. Children can write short phrases using familiar language, substituting words for suitable alternatives. E.g: My name, my age, where I live, my birthday.	Write longer sentences using familiar language. Children can write short phrases using familiar language, substituting words for suitable alternatives. E.g: My name, my age, where I live, my birthday.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. Students may start to recognise that nouns have a determiner/article which we do not have in English.	Start to understand the concept of noun gender and the use of definite articles (el, la). Use the first person singular version of high frequency verbs. E.g I am called..., I like...	To have a better understanding of the concept of gender and number when using nouns and adjectives. Introduce the concept of indefinite articles (un, una, unos, unas)	Better understanding of gender and nouns. Introducing simple adjectival agreement. Start to explore verb conjugation in the 1st and 2nd person.	Better understanding of gender and nouns. Introducing simple adjectival agreement. Start to explore verb conjugation in the 1st and 2nd person.
Phonics			Ch, j, ñ , ll, rr Ch- chocolate J-jirafa N-niña Ll- caballo Rr- perro	Ca, ce, ci, co, cu Ca- casa Ce- cerdo Ci- cinco Co- conejo Cu- cuatro	Ga, ge, gi, go, gu Ga- gato Ge- geografía Gi- girasol Go- goma Gu- gusano	B, v, cc, qu, z B-beber V- vaca Cc- diccionario Qu-química Z- zanahorias