**Skills Progression for Modern Foreign Languages**

| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Speaking and pronunciation** | * **Asking or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner.** * **Using short phrases to give information. Begin to adapt phrases from a rhyme / song.** * **Repeat short phrases accurately including listening and repeating key phonemes with care.** * **Introduce self to a partner with simple phrases.** * **Recognise and use adjectives.** | **-Recognise and answer simple questions which involve giving personal info.**  **Form opinion phrases and use conversational phrases for purposeful dialogue.**  **- Use a model to form a spoken sentence, speak in full sentences using known vocabulary.**  **- Comparing sounds and spelling patterns with English. Listening and repeating further key phonemes with care.**  **- Rehearse and perform a short presentation.**  **- Choose appropriate adjectives from a wider range of adjectives.** | * **Form a question in order to ask for information. Present factual information in extended sentences including justification.** * **Rehearsing and recycling extended sentences orally. Planning and presenting a short descriptive text.** * **Using intonation and gesture to differentiate between statements and questions. realistic attempts at pronunciation of new vocabulary. Listening and repeating key phonemes with care, applying pronunciation rules.** * **Adapting a story and telling it to a class.** * **Using adjectives with correct placement and agreement.** | **-Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language.**   * **Planning and presenting a short text. Modifying, expressing and comparing opinions.** * **Discussing strategies for remembering and applying pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Comparing and applying pronunciation rules or patterns from known vocabulary.** * **Conducting a survey with a partner, giving information and justifying opinions.** * **Recognising and using a wide range of descriptive phrases.** |
| **Listening** | * **Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal responses.** * **Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations.** * **Listening and noticing rhyming words.** | * **Listening to songs, joining in with songs and noticing sound patterns. Noticing and beginning to predict key word patterns and spelling patterns.** | * **Matching unknown written words to new spoken words. Recognising blends of sounds and selecting words to recognise common spelling patterns.** | * **Recalling and performing a extended song or rhyme. Listening to stories, songs or texts in French.** |
| **Reading and Writing** | **-Recognising some familiar words in written form.**   * **Reading aloud some words from simple songs, stories and rhymes.** * **Beginning to develop dictionary skills. Identifying cognates and near cognates.** * **Recalling and writing simple words from memory.** * **Experimenting with simple writing, copying with accuracy.** * **Recognising and using adjectives of colour and size.** | * **Noticing and discussing cognates and beginning to identify language detective strategies.** * **Following a short text or rhyme, listening to and reading at the same time.** * **Becoming familiar with format, layout and simple use of bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using cognates and near cognates along with other detective skills to gist information.** * **Selecting and writing short words and phrases.** * **Making short phrases or sentences using word cards.** * **Using adapted phrases to describe an object or person.** | * **Recognising features of different text types, using a range of language detective strategies to decode new vocabulary including context and text type.** * **Reading and adapting a range of different format short texts.** * **Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings. Gisting information from an extended text.** * **Using existing knowledge of vocabulary and phrases to create new sentences. Complete a gapped text with key words / phrases.** * **Writing a short text using word and phrase cards to model and scaffold.** * **Using different adjectives, with correct positioning and agreement. Using language of metaphor and comparison.** | * **Making increasingly accurate attempts to read unfamiliar words and phrases. Reading and using language detective skills to assess meaning and including sentence structure.** * **Reading and responding to an extract from a story, an e-mail message or song. Reading a short authentic text for enjoyment or information.** * **Using a bilingual dictionary to select alternative vocabulary for sentence building.** * **Choose words, phrases and sentences and writing as text or captions.** * **Constructing a short text on a familiar topic.** * **Using a wide range of descriptive phrases.** * **Recognising and using verbs in different tenses.** |
| **Grammar** | * **Beginning to recognise gender of nouns, definite and indefinite article. Identify plural of nouns. Recognising adjective placement relative to the noun. Beginning to understand that verbs have patterns. Noticing the negative form. Beginning to use prepositions.** | * **Using indefinite article in plural form. Recognising and using possessive adjective ‘my’ and pronouns he/she/it.** * **Recognising and beginning to apply rules for placement and agreement of adjectives.** * **Recognising and using the negative form.** * **Using prepositions.** * **Making comparisons of word order in French and English.** | **-** **Correct use of definite and indefinite article depending on gender and number of noun, and including partitative article for ‘some’.**  **- Applying placement and agreement rules for adjectives. - Recognising and applying verb endings for present regular ‘er’ verbs.**  **- Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go.**  **-Using comparative language.** | **- Accurately applying placement and agreement rules for adjectives**  **- Recognising and beginning to form some verbs in near future tense.**  **-Recognising and applying verb endings for present regular ‘er’ verbs.**  **- Learning and using some common irregular verbs, e.g. ‘to make’’.**  **-Understanding how word order differs between French and English.**  **-Identifying word classes within a sentence.** |