Vine Tree Primary School Progression Document 

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| Progression in MFL |
|  | **Reception**  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening**  | Children listen attentively to spoken language and show understanding by joining in/responding.Children can: repeat modelled words;listen and show understanding of single words through physical response;repeat modelled short phrases; | Children listen attentively to spoken language and show understanding by joining in/responding.Children can: repeat modelled words;listen and show understanding of single words through physical response;repeat modelled short phrases; | Children listen attentively to spoken language and show understanding by joining in/responding.Children can: repeat modelled words;listen and show understanding of single words through physical response;repeat modelled short phrases; | Children listen attentively to spoken language and show understanding by joining in and responding.Children can: repeat modelled words;listen and show understanding of single words through physical response;repeat modelled short phrases;listen and show understanding of short phrases through physical response. | Children listen attentively to spoken language and show understanding by joining in and responding.Children can: repeat modelled words;listen and show understanding of single words through physical response;repeat modelled short phrases;listen and show understanding of short phrases through physical response. | Children listen attentively to spoken language and show understanding by joining in and responding.Children can: listen and show understanding of simple sentences containing familiar words through physical response;listen and understand the main points from short, spoken material in French;listen and understand the main points and some detail from short, spoken material in French. | Children listen attentively to spoken language and show understanding by joining in and responding.Children can: listen and show understanding of simple sentences containing familiar words through physical response;listen and understand the main points from short, spoken material in French;listen and understand the main points and some detail from short, spoken material in French. |
| **Listening and Speaking/Oracy** | Children engage in conversation; ask and answer questions.Children can: recognise a familiar question and respond with a simple rehearsed response;ask and answer a simple and familiar question with a response;Children use familiar vocabulary, phrases and basic language structures.Children can: name objects and actions use familiar vocabulary to say a short sentence using a language scaffold; | Children engage in conversation; ask and answer questions.Children can: recognise a familiar question and respond with a simple rehearsed response;ask and answer a simple and familiar question with a response;Children use familiar vocabulary, phrases and basic language structures.Children can: name objects and actions use familiar vocabulary to say a short sentence using a language scaffold; | Children engage in conversation; ask and answer questions.Children can: recognise a familiar question and respond with a simple rehearsed response;ask and answer a simple and familiar question with a response;Children use familiar vocabulary, phrases and basic language structures.Children can: name objects and actions use familiar vocabulary to say a short sentence using a language scaffold; | Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.Children can: recognise a familiar question and respond with a simple rehearsed response;ask and answer a simple and familiar question with a response;express simple opinions such as likes, dislikes and preferences;ask and answer at least two simple and familiar questions with a response.Children speak in sentences, using familiar vocabulary, phrases and basic language structures.Children can: name objects and actions and may link words with a simple connective;use familiar vocabulary to say a short sentence using a language scaffold;speak about everyday activities and interests;refer to recent experiences or future plans. | Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.Children can: recognise a familiar question and respond with a simple rehearsed response;ask and answer a simple and familiar question with a response;express simple opinions such as likes, dislikes and preferences;ask and answer at least two simple and familiar questions with a response.Children speak in sentences, using familiar vocabulary, phrases and basic language structures.Children can: name objects and actions and may link words with a simple connective;use familiar vocabulary to say a short sentence using a language scaffold;speak about everyday activities and interests;refer to recent experiences or future plans. | Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.Children can: engage in a short conversation using a range of simple, familiar questions;ask and answer more complex questions with a scaffold of responses;express a wider range of opinions and begin to provide simple justification;converse briefly without prompts.Children speak in sentences, using familiar vocabulary, phrases and basic language structures.Children can: say a longer sentence using familiar language;use familiar vocabulary to say several longer sentences using a language scaffold;refer to everyday activities and interests, recent experiences and future plans;vary language and produce extended responses. | Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.Children can: engage in a short conversation using a range of simple, familiar questions;ask and answer more complex questions with a scaffold of responses;express a wider range of opinions and begin to provide simple justification;converse briefly without prompts.Children speak in sentences, using familiar vocabulary, phrases and basic language structures.Children can: say a longer sentence using familiar language;use familiar vocabulary to say several longer sentences using a language scaffold;refer to everyday activities and interests, recent experiences and future plans;vary language and produce extended responses. |
| **Pronunciation and intonation**  | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.Children can: pronounce words accurately when modelled;adapt intonation to ask questions or give instructions; | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.Children can: pronounce words accurately when modelled;adapt intonation to ask questions or give instructions; | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.Children can: pronounce words accurately when modelled;adapt intonation to ask questions or give instructions; | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.Children can: identify individual sounds in words and pronounce accurately when modelled;start to recognise the sound of some letter strings in familiar words and pronounce when modelled;adapt intonation to ask questions or give instructions;show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.Children can: identify individual sounds in words and pronounce accurately when modelled;start to recognise the sound of some letter strings in familiar words and pronounce when modelled;adapt intonation to ask questions or give instructions;show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.Children can: pronounce familiar words accurately using knowledge of letter string/sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;adapt intonation, for example to mark questions and exclamations. | Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.Children can: pronounce familiar words accurately using knowledge of letter string/sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;adapt intonation, for example to mark questions and exclamations. |

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| **Speaking and Listening/Oracy**  | Children present ideas and information orally to a range of audiences.Children can: name nouns and present a simple rehearsed statement to a partner;present simple rehearsed statements about themselves, objects and people to a partner; | Children present ideas and information orally to a range of audiences.Children can: name nouns and present a simple rehearsed statement to a partner;present simple rehearsed statements about themselves, objects and people to a partner; | Children present ideas and information orally to a range of audiences.Children can: name nouns and present a simple rehearsed statement to a partner;present simple rehearsed statements about themselves, objects and people to a partner; | Children present ideas and information orally to a range of audiences.Children can: name nouns and present a simple rehearsed statement to a partner;present simple rehearsed statements about themselves, objects and people to a partner;present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. | Children present ideas and information orally to a range of audiences.Children can: name nouns and present a simple rehearsed statement to a partner;present simple rehearsed statements about themselves, objects and people to a partner;present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. | Children present ideas and information orally to a range of audiences.Children can: manipulate familiar language to present ideas and information in simple sentences;present a range of ideas and information, using prompts, to a partneror a small group of people;present a range of ideas and information, without prompts, to a partner or a group of people. | Children present ideas and information orally to a range of audiences.Children can: manipulate familiar language to present ideas and information in simple sentences;present a range of ideas and information, using prompts, to a partneror a small group of people;present a range of ideas and information, without prompts, to a partner or a group of people |
| **Oracy** | Children describe people, places, things and actions orally.Children can: say simple familiar words to describe people, places, things and actions using a model;say a simple phrase to describe people, places, things and actions using a language scaffold; | Children describe people, places, things and actions orally.Children can: say simple familiar words to describe people, places, things and actions using a model;say a simple phrase to describe people, places, things and actions using a language scaffold; | Children describe people, places, things and actions orally.Children can: say simple familiar words to describe people, places, things and actions using a model;say a simple phrase to describe people, places, things and actions using a language scaffold; | Children describe people, places, things and actions orally.Children can: say simple familiar words to describe people, places, things and actions using a model;say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffoldsay one or two short sentences that may contain an adjective to describe people, places, things and actions. | Children describe people, places, things and actions orally.Children can: say simple familiar words to describe people, places, things and actions using a model;say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffoldsay one or two short sentences that may contain an adjective to describe people, places, things and actions. | Children describe people, places, things and actions orally.Children can: say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;use a wider range of descriptive language in their descriptions of people, places, things and actions. | Children describe people, places, things and actions orally.Children can: say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;use a wider range of descriptive language in their descriptions of people, places, things and actions. |
| **Reading and Writing/Literacy** | Children read carefully and show understanding of words. Children can: read and show understanding of familiar single words;read and show understanding of simple phrases containing familiar words. | Children read carefully and show understanding of words. Children can: read and show understanding of familiar single words;read and show understanding of simple phrases containing familiar words. | Children read carefully and show understanding of words. Children can: read and show understanding of familiar single words;read and show understanding of simple phrases containing familiar words. | Children read carefully and show understanding of words, phrases and simple writing.Children can: read and show understanding of familiar single words;read and show understanding of simple phrases and sentences containing familiar words. | Children read carefully and show understanding of words, phrases and simple writing.Children can: read and show understanding of familiar single words;read and show understanding of simple phrases and sentences containing familiar words | Children read carefully and show understanding of words, phrases and simple writing.Children can: read and show understanding of simple sentences containing familiar and some unfamiliar language;read and understand the main points from short, written material;read and understand the main points and some detail from short, written material. | Children read carefully and show understanding of words, phrases and simple writing.Children can: read and show understanding of simple sentences containing familiar and some unfamiliar language;read and understand the main points from short, written material;read and understand the main points and some detail from short, written material. |

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| **Vocabulary**  | Children broaden their vocabulary and develop their ability to understand new words. Children can: use strategies for memorisation of vocabulary;make links with English or known language to work out the meaning of new words;use context to predict the meaning of new words; | Children broaden their vocabulary and develop their ability to understand new words. Children can: use strategies for memorisation of vocabulary;make links with English or known language to work out the meaning of new words;use context to predict the meaning of new words | Children broaden their vocabulary and develop their ability to understand new words. Children can: use strategies for memorisation of vocabulary;make links with English or known language to work out the meaning of new words;use context to predict the meaning of new words | Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.Children can: use strategies for memorisation of vocabulary;make links with English or known language to work out the meaning of new words;use context to predict the meaning of new words;begin to use a bilingual dictionary to find the meaning of individual words in French and English. | Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.Children can: use strategies for memorisation of vocabulary;make links with English or known language to work out the meaning of new words;use context to predict the meaning of new words;begin to use a bilingual dictionary to find the meaning of individual words in French and English. | Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.Children can: use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);use a bilingual dictionary to identify the word class;use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. | Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.Children can: use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);use a bilingual dictionary to identify the word class;use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. |
| **Writing**  |  |  | Children write words/phrases from memory. Children can: write single familiar words from memory with understandable accuracy;write familiar short phrases from memory with understandable accuracy | Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.Children can: write single familiar words from memory with understandable accuracy;write familiar short phrases from memory with understandable accuracy;replace familiar vocabulary in short phrases written from memory to create new short phrases. | Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.Children can: write single familiar words from memory with understandable accuracy;write familiar short phrases from memory with understandable accuracy;replace familiar vocabulary in short phrases written from memory to create new short phrases. | Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.Children can: write a simple sentence from memory using familiar language;write several sentences from memory with familiar language with understandable accuracy;replace vocabulary in sentences written from memory to createnew sentences with understandable accuracy. | Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.Children can: write a simple sentence from memory using familiar language;write several sentences from memory with familiar language with understandable accuracy;replace vocabulary in sentences written from memory to createnew sentences with understandable accuracy. |
| **Writing** |  |  | Children describe people, places, things and actions in writing.Children can: copy simple familiar words to describe people, places, things and actions using a model;write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; | Children describe people, places, things and actions in writing.Children can: copy simple familiar words to describe people, places, things and actions using a model;write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;write one or two simple sentences that may contain an adjective to describe people, places, things and actions. | Children describe people, places, things and actions in writing.Children can: copy simple familiar words to describe people, places, things and actions using a model;write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;write one or two simple sentences that may contain an adjective to describe people, places, things and actions | Children describe people, places, things and actions in writing.Children can: write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;use a wider range of descriptive language in their descriptions of people, places, things and actions. | Children describe people, places, things and actions in writing.Children can: write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;use a wider range of descriptive language in their descriptions of people, places |
| Stories, Songs, Poems and Rhymes | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Children can: listen and identify specific words in songs and rhymes and demonstrate understanding;Children appreciate stories, songs, poems and rhymes in the language.Children can: join in with actions to accompany familiar songs, stories and rhymes;join in with words of a song or storytelling. | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Children can: listen and identify specific words in songs and rhymes and demonstrate understanding;Children appreciate stories, songs, poems and rhymes in the language.Children can: join in with actions to accompany familiar songs, stories and rhymes;join in with words of a song or storytelling. | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Children can: listen and identify specific words in songs and rhymes and demonstrate understanding;Children appreciate stories, songs, poems and rhymes in the language.Children can: join in with actions to accompany familiar songs, stories and rhymes;join in with words of a song or storytelling. | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Children can: listen and identify specific words in songs and rhymes and demonstrate understanding;listen and identify specific phrases in songs and rhymes and demonstrate understandingChildren appreciate stories, songs, poems and rhymes in the language.Children can: join in with actions to accompany familiar songs, stories and rhymes;join in with words of a song or storytelling | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Children can: listen and identify specific words in songs and rhymes and demonstrate understanding;listen and identify specific phrases in songs and rhymes and demonstrate understanding Children appreciate stories, songs, poems and rhymes in the language.Children can: join in with actions to accompany familiar songs, stories and rhymes;join in with words of a song or storytelling | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Children can: listen and identify rhyming words and specific sounds in songs and rhymes;follow the text of familiar songs and rhymes, identifying the meaning of words;read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.Children appreciate stories, songs, poems and rhymes in the language.Children can: follow the text of a familiar song or story;follow the text of a familiar song or story and sing or read aloud;understand the gist of an unfamiliar story or song using familiar language and sing or read aloud | Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Children can: listen and identify rhyming words and specific sounds in songs and rhymes;follow the text of familiar songs and rhymes, identifying the meaning of words;read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.Children appreciate stories, songs, poems and rhymes in the language.Children can: follow the text of a familiar song or story;follow the text of a familiar song or story and sing or read aloud;understand the gist of an unfamiliar story or song using familiar language and sing or read aloud |
| Grammar  |  |  |  | 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.Children can: show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;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; recognise and use partitive articles;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;name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;use a simple negative form (ne… pas);show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;recognise and use the first person possessive adjectives (mon, ma, mes);recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;use simple prepositions in their sentences;use the third person singular and plural of the verb ‘être’ in the present tense. | 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.Children can: show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;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; recognise and use partitive articles;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;name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;use a simple negative form (ne… pas);show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;recognise and use the first person possessive adjectives (mon, ma, mes);recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;use simple prepositions in their sentences;use the third person singular and plural of the verb ‘être’ in the present tense. | 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.Children can: identify word classes;demonstrate understanding of gender and number of nouns and use appropriate determiners;explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;name and use a range of conjunctions to create compound sentences;use some adverbs;demonstrate the use of first, second and third person singular pronounswith some regular and high frequency verbs in present tense and apply subject-verb agreement; explain and use elision; state the differences and similarities with English; recognise and use the simple future tense of a high frequency verb; compare with English; recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed; recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions; use the third person plural of a few high frequency verbs in the present tense; name all subject pronouns and use to conjugate a high frequency verb in the present tense; recognise and use a high frequency verb in the perfect tense; comparewith English; follow a pattern to conjugate a regular verb in the present tense; choose the correct tense of a verb (present/perfect/imperfect/future) according to context. | 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.Children can: identify word classes;demonstrate understanding of gender and number of nouns and use appropriate determiners;explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;name and use a range of conjunctions to create compound sentences;use some adverbs;demonstrate the use of first, second and third person singular pronounswith some regular and high frequency verbs in present tense and apply subject-verb agreement; explain and use elision; state the differences and similarities with English; recognise and use the simple future tense of a high frequency verb; compare with English; recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed; recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions; use the third person plural of a few high frequency verbs in the present tense; name all subject pronouns and use to conjugate a high frequency verb in the present tense; recognise and use a high frequency verb in the perfect tense; comparewith English; follow a pattern to conjugate a regular verb in the present tense; choose the correct tense of a verb (present/perfect/imperfect/future) according to context. |