



Warren Park Primary School

MFL Progression Of Skills



KS2 Framework for Languages Years 3-6

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge About Language</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Identify phonemes, letters and words which are similar to and different from English in spoken and written forms</li> <li>• Recognise commonly used rhyming sounds and learn how they are written</li> <li>• Understand and use a range of common words from all word classes, especially verbs</li> <li>• Recognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differently</li> <li>• Apply knowledge of language rules and conventions when building sentences and texts, spoken or written</li> <li>• Understand and use question forms and negatives in spoken and written language</li> <li>• Understand that rules and conventions are respected by native speakers and are important for learners</li> <li>• Recognise basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives</li> <li>• Recognise the importance and significance of intonation and punctuation</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language Learning Strategies</p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Discuss their language learning and try out different learning strategies</li> <li>• Plan and prepare for language learning activities, analysing what they need in order to carry out a task</li> <li>• Use gesture and mime to show they understand and to help make themselves understood</li> <li>• Identify techniques to develop pronunciation, e.g. observing native speakers, speaking aloud, making recordings</li> <li>• Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation</li> <li>• Identify techniques which assist understanding, e.g. looking at the face of the speaker, asking for repetition or clarification, listening for key words</li> <li>• Sort and categorise known words and investigate the characteristics of new language</li> <li>• Apply prior knowledge of language structure(s) when attempting to understand unknown language or to create new language</li> <li>• Use monolingual and bilingual dictionaries.</li> </ul>



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KS2 Framework for Languages - an overview of Oracy, Literacy and IU strands - Years 3-6

	<u>Oracy</u>	<u>Literacy</u>	<u>IU</u>
Year 3	<ul style="list-style-type: none"> <li>- Listen and respond to simple rhymes, stories and songs</li> <li>- Recognise and respond to sound patterns and words</li> <li>- Perform simple communicative tasks using single words, phrases and short sentences</li> <li>- Listen and understand instructions, everyday classroom language and praise</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise some familiar words in written form</li> <li>- Make links between some phonemes, rhymes and spellings, and read aloud familiar words</li> <li>- Experiment with the writing of simple words</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about different languages spoken by children in the school</li> <li>- Locate country/countries where the language is spoken</li> <li>- Identify social conventions at home and in other cultures</li> <li>- Make indirect or direct contact with the country/countries where the language is spoken if possible</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>- Memorise and present a short, spoken text</li> <li>- Listen for specific words and phrases</li> <li>- Listen for sounds, rhyme and rhythm</li> <li>- Ask and answer questions on several topics</li> </ul>	<ul style="list-style-type: none"> <li>- Read and understand range of familiar written phrases</li> <li>- Follow short familiar text, listening/reading at same time</li> <li>- Read some familiar words and phrases aloud and pronounce them accurately</li> <li>- Write simple words and phrases using model and some words from memory</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about festivals and celebrations in different cultures</li> <li>- Know about some aspects of everyday life and compare them to their own</li> <li>- Compare traditional stories</li> <li>- Learn about ways of travelling to the country/countries</li> </ul>



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<p>Year 5</p>	<ul style="list-style-type: none"> <li>- Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts</li> <li>- Understand and express simple opinion</li> <li>- Listen attentively and understand more complex phrases and sentences</li> <li>- Prepare a short presentation on a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>- Re-read frequently a variety of short texts</li> <li>- Make simple sentences and short texts</li> <li>- Write words, phrases and short sentences, using a reference source</li> </ul>	<ul style="list-style-type: none"> <li>- Compare symbols, objects or products which represent their own culture with those of another country</li> <li>- Recognise similarities and differences between places</li> </ul>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>- Understand the main points and simple opinions in a spoken story,</li> <li>- song or passage</li> <li>- Perform to an audience</li> <li>- Understand longer and more complex phrases or sentences</li> <li>- Use spoken language confidently to initiate and sustain</li> <li>- conversations and to tell stories</li> </ul>	<ul style="list-style-type: none"> <li>- Read and understand the main points and some detail from a short, written passage</li> <li>- Identify different text types and read short, authentic texts for enjoyment or information</li> <li>- Match sound to sentences and paragraphs</li> <li>- Write sentences on a range of topics using a model</li> </ul>	<ul style="list-style-type: none"> <li>- Compare attitudes towards aspects of everyday life</li> <li>- Recognise and understand some of the differences between people</li> <li>- Present information about an aspect of culture</li> </ul>