Nacton C of E Primary School
Progression of Skills - MFL

	LKS2	UKS2
Speaking	• repeat accurately using the correct pronunciation • communicate using single words, phrases and short sentences • ask and answer questions on several topics	• Communicate by asking a wider range of questions • understand and express simple opinions • join in a short conversation • use spoken language confidently
Listening	• identify specific sounds, phonemes and words • listen carefully and respond • listen to and identify words and short phrases	• listen to and understand the main points and some details from a short spoken passage
Intercultural understanding	• recognise that children in our school speak different languages • learn about festivals and celebrations in different cultures	• recognise similarities and difference between our everyday lives and those of • others • recognise and understand a shared history and compare attitudes to everyday life • children will use French for real purpose • they will be exposed to different types of communication in French (letter, email), as well as encountering authentic fiction and non-fiction texts
Reading	• read and understand familiar written words and short phrases • read and understand some familiar words and phrases and pronounce them accurately	• read different genres of writing • use different language learning strategies to help de-code unfamiliar language
Writing	• accurately copy some familiar, simple words and phrases • write some familiar words using a model and some phrases from memory	• write a few sentences using a model which are joined using simple conjunctions • write several sentences from memory including using 1st and 3rd person singular forms of familiar verbs

Grammar	• understand that nouns can be masculine or feminine recognise when a sentence is negative • be aware that most adjectives come after the noun in French	• know how to make a sentence negative • know that adjectives agree with the noun • recognise that adjectives have feminine and masculine forms • learn how to conjugate regular ‘er’ verbs • recognise the most familiar, irregular verbs (to be, to have)