



Warren Park Primary School

MFL Progression Of Skills



KS2 Framework for Languages Years 3-6

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



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



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