

## GREAT BARDFIELD PRIMARY SCHOOL SKILLS PROGRESSION DOCUMENT MFL

	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>• The child can understand a few familiar spoken words and phrases – e.g.                             <ul style="list-style-type: none"> <li>○ Simple teacher instruction.</li> <li>○ The days of the week.</li> <li>○ A few words in a song.</li> <li>○ Colours.</li> <li>○ Numbers 0 – 10.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child can understand an increasing amount of familiar spoken phrases – e.g.                             <ul style="list-style-type: none"> <li>○ Understand basic phrases concerning myself, my family and school.</li> <li>○ Respond to a clear model of language.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child can understand the main points from a spoken passage made up from familiar language – e.g.                             <ul style="list-style-type: none"> <li>○ Understand a short rhyme or song.</li> <li>○ Understand a basic telephone message.</li> <li>○ Understand a weather forecast.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child can understand the main points and some detail from a short spoken passage – e.g.                             <ul style="list-style-type: none"> <li>○ Sentences describing what people are wearing.</li> <li>○ An announcement.</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• The child can say and/or repeat a few words or short simple phrases – e.g.                             <ul style="list-style-type: none"> <li>○ Numbers 0 – 10.</li> <li>○ Greetings.</li> <li>○ What the weather is like.</li> <li>○ Naming classroom objects.</li> <li>○ Colours.</li> <li>○ Food items.</li> <li>○ Days of the week.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child can answer simple questions and give basic information – e.g.                             <ul style="list-style-type: none"> <li>○ How they are feeling.</li> <li>○ About the weather.</li> <li>○ Brothers and sisters.</li> <li>○ Pets.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child can ask and answer simple questions – e.g.                             <ul style="list-style-type: none"> <li>○ Taking part in an interview</li> <li>○ Survey about pets.</li> <li>○ Favourite food.</li> <li>○ Talking about hobbies.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child can take part in a simple conversation.</li> <li>• The child can express an opinion.</li> <li>• The child can pronounce a range of letter strings.</li> <li>• The child can begin to understand how accents change letter sounds.</li> <li>• The child can pronunciation is becoming more accurate and intonation is being developed.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• The child can recognise and read out a few familiar words or phrases – e.g.                             <ul style="list-style-type: none"> <li>○ From stories and rhymes.</li> <li>○ Labels on familiar objects.</li> <li>○ The date.</li> </ul> </li> <li>• The child can use visual clues to help with reading.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can understand some familiar written phrases – e.g.                             <ul style="list-style-type: none"> <li>○ Simple weather phrases.</li> <li>○ Greetings.</li> <li>○ Classroom commands.</li> <li>○ Basic descriptions of objects.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The child can understand the main point(s) from a short written text – e.g.                             <ul style="list-style-type: none"> <li>○ Simple message on a postcard.</li> <li>○ A basic email/letter.</li> </ul> </li> <li>• The child can match sound to print by reading aloud familiar words and phrases.</li> <li>• The child can use a book or glossary to find out the meaning of new/unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can understand the main points and some detail from a short written text.</li> <li>• The child can begin to read more independently.</li> <li>• The child can use bilingual dictionaries to look up unfamiliar words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• The child can write or copy simple words and/or symbols correctly – e.g.                             <ul style="list-style-type: none"> <li>○ - Personal information i.e. age.</li> <li>○ Numbers.</li> <li>○ Colours.</li> <li>○ Objects.</li> </ul> </li> <li>• The child can select appropriate words to complete short phrases or sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can write one or two short sentences with support – e.g. a model or fill in the words on a simple form.                             <ul style="list-style-type: none"> <li>○ Shopping list.</li> <li>○ Holiday greetings by email/postcard.</li> </ul> </li> <li>• The child can begin to spell some common words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can write a few short sentences with support using previously learnt vocabulary – e.g.                             <ul style="list-style-type: none"> <li>○ Postcard.</li> <li>○ Simple note or message.</li> <li>○ Identity card.</li> </ul> </li> <li>• The child can spell words that are readily understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can write a short text on a familiar topic, adapting language already learnt.</li> <li>• The child can spell commonly used words correctly.</li> </ul>

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<b>Cultural Understanding</b>	<ul style="list-style-type: none"><li>• The child can understand that there are people and places in the world around me that are different to where I live and play.</li><li>• The child can understand that some people speak a different language to my own.</li></ul>	<ul style="list-style-type: none"><li>• The child can identify similarities and differences in my culture to that of another.</li><li>• The child can learn and talk about celebrations in other cultures and know about daily life in other countries that are different to my own.</li></ul>	<ul style="list-style-type: none"><li>• The child can respect and understand cultural diversity.</li><li>• The child can understand how objects and pictures can represent a country.</li></ul>	<ul style="list-style-type: none"><li>• The child can talk about and present information about a particular country's culture.</li><li>• The child can begin to understand more complex issues which affect countries in the world today, for example poverty, famine, religion and war.</li></ul>
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