



ST JOHN'S C OF E PRIMARY SCHOOL

MFL PROGRESSION OVERVIEW

Years	Vocabulary Focus	Speaking and Listening	Reading and Writing
Year 3	<p>Greetings (simple feelings)</p> <p>Numbers</p> <p>Colours</p> <p>Days</p> <p>Months</p> <p>Parts of the body (head, shoulders knees and toes...)</p> <p>Simple sentences; My birthday is... I am...years old, How are you? I am...Classroom instructions...</p> <p>Express simple likes and dislikes; my favourite colour is... I don't like...</p>	<p>Listen and respond to familiar spoken words, phrases and sentences e.g. <i>simple instructions, rhymes, songs</i></p> <p>Communicate with others using simple words, phrases and short sentences e.g. <i>greetings, simple personal information</i></p> <p>Use correct pronunciation when speaking and show awareness of sound spelling links</p> <p>Ask and answer simple questions</p> <p>Understand and communicate familiar nouns</p>	<p>Recognise and understand some familiar written words and phrases e.g. <i>familiar nouns, adjectives and simple verb forms in poems and rhymes</i></p> <p>Read aloud familiar text in chorus Write some familiar simple words using a model and from memory e.g. <i>familiar nouns, adjectives</i></p> <p>Understand basic grammar appropriate to the language being studied (German all nouns have a capital letter, word order, gender etc.)</p>

<p style="text-align: center;">Year 4</p>	<p>Family</p> <p>Pets</p> <p>(Who do you live with? Description of... amount)</p> <p>School pencil case</p> <p>I have, who has? Can I have...?</p> <p>Subjects</p> <p>School day</p> <p>I like...I don't like...Who has...on...?</p>	<p>Listen for specific words and phrases e.g. <i>in instructions and other spoken sources such as songs stories, poems</i></p> <p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Understand (where relevant): feminine, masculine and neutral forms</p>	<p>Read and understand familiar written words, phrases and short text made of simple sentences e.g. <i>in familiar stories, character descriptions, poems and rhymes</i></p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time.</p> <p>Write some familiar words, phrases and simple sentences</p> <p>Apply phonic knowledge to support reading, writing and pronunciation</p> <p>Understand basic grammar appropriate to the language being studied</p>
<p style="text-align: center;">Year 5</p>	<p>Hobbies</p> <p>(On Mondays I like to go swimming with my mum...)</p> <p>Weather</p> <p>Countries</p> <p>Weather reports</p> <p>Clothes</p>	<p>Take part in short conversations using familiar structures and vocabulary and present information to others</p> <p>Understand and express simple opinions</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning</p>	<p>Listen attentively and understand more complex phrases and sentences e.g. <i>in instruction, directions and other spoken sources such as songs stories, poems</i></p> <p>Read a variety of short simple texts in different formats and in different contexts e.g. <i>stories, poems, texts from the internet, nonfiction texts, emails from a partner school</i></p>

	<p>Going on holiday, where are you going? What will the weather be like? What will you need to take?</p>		<p>Write simple sentences and short texts using a model and a dictionary to check the spelling of words</p> <p>Recognise patterns when building sentences and apply knowledge of grammatical rules</p>
<p>Year 6</p>	<p>Food/ drink</p> <p>Places in town</p> <p>prepositions</p> <p>Presentation: all about me</p> <p>Jobs/profession</p>	<p>Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i></p> <p>Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and express simple opinions about past events</p> <p>Present to an audience e.g. <i>role-play, presentation, performance, read aloud from a text</i></p>	<p>Read and understand the main points and some detail from a short written passage e.g. <i>extract from a story, email, message, poem, information, nonfiction text</i></p> <p>Read aloud with expression</p> <p>Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure</p>