

Gainford CE Primary School and Preschool - MFL – Knowledge progression

	KS2 Programme of Study	End of Year 3	End of Year 4	End of Year 5	End of Year 6
	<i>Listening skills and knowledge</i>				
L1	Listen attentively and show understanding by joining in and responding	joins in confidently with most of the actions in songs, stories and rhymes	says / sings short, familiar rhymes or songs from memory listens and recognises the meaning of simple sentences	joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language	listens to and understands complex sentences, answering questions or identifying key information
L2	Link the spelling, sound and meaning of words	recognises the written form and meaning of most known vocabulary from the spoken word	matches sound to written text and recognises the meaning of familiar language	follows the text of a familiar song or story with more detailed language and sings or reads aloud understands most of the words	follows and understands a song or story with more complex language
L3	Understand and respond to classroom instructions	Hands up, listen carefully, show me, close your eyes, do an action.	Open the window, open the door, you are going to work in groups, I'd like two volunteers.	Identify key points in a story which contains familiar language, follow simple instructions and directions (e.g. a recipe. Recognise letters of the alphabet.	Understand longer and more complex phrases or sentences – e.g., descriptions.
	<i>Speaking skills and knowledge</i>	<i>Communicate with others using simple words, phrases and short sentences</i>	<i>Communicate by asking and answering a wider range of questions</i>	<i>Take part in short conversations using familiar structures and vocabulary</i>	<i>Use spoken language to initiate sustain simple conversations on familiar topics</i>
S1(a)	Ask and answer questions	can answer most questions confidently (e.g. greetings, name, age, how you are today, favourite colour)	asks and answers a few familiar questions with little support (animals, transport, diary)	asks and answers a variety of questions with support (planets)	engages in short conversations using familiar language (recognise places in a school/town)
	Express opinions and respond to those of others	Can recognise different playground games and can	uses 'in my opinion' and 'I think that' signals a problem and asks for	expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do	expresses likes and dislikes, some opinions and reasons and asks 'do you like' and

	Ask for clarification and help	comment on their favourite playground games	help 'I have a problem' 'can you help me?' (can say their favourite sports that they enjoy)	you / don't you like?' signals a problem, asks for help and gives additional details when asked e.g. can you help me? what with? number 2, the text, the dictionary (foods I like/dislike)	'why do you / don't you like?' signals a problem, asks for help and gives additional details when asked e.g. can you help me? what with? number 2, the text, the dictionary (lessons I like/dislike)
	Speak in sentences	uses 'I have' and 'it is' to form simple sentences. (body parts) uses gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop.	speaks in simple sentences, including nouns and adjectives (animals)	speaks using some complex sentences e.g. noun, adjectives, verb, adverbial phrase (settings and planets)	says complex sentences, using 'because' and other subordinating conjunctions (town)
	Describe people, places, things and actions orally (to a range of audiences)	can adapt model sentences to describe things (nouns + adjectives) joins in confidently with story retelling	speaks in simple sentences, including nouns and adjectives (animals)	says a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1 st and 3 rd person singular) (journey to school)	speaks using complex sentences e.g. with a subordinate clause (describing the town)
	Greetings	Simple greetings (Bonjour, salut, aurevoir, ca va?, ca va bien merci, comme ci comme ca, ca va mal, et toi?)		Can you repeat that? I don't understand.	Can you speak slower?
	Numbers	Numbers 0-20 – links to age (un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt)	Numbers 1-39 multiples of 10 up to 100	Numbers 40 - 69 and beginning to become more familiar with numbers to 100	Numbers 0-100

	Introductions	Saying my name, asking their name saying my age, asking their age: (comment t'appelles-tu? Je m'appelle, Monsier, Madame, Mademoiselle, Quel age as-tu? J'ai ___ ans.	Saying how I get to school	Saying where I live	Discussing lessons I like/dislike in school
S2	Colours	Main colours of red, blue, white, black, green, yellow, orange, rose: (rouge, bleu, blanc, noir, vert, jaune, orange, rose)	Re-cap previously taught colours and additional colours: (gris, violet, marron)		
S3	Days of the week		All the days of the week: (Lundi, Mardi, Mecredi, Jeudi, Vendredi, Samedi, Dimanche Re-cap of previously taught days of the week		
	Months of the year	All the months of the year – links to birthday. Janvier, Fevrier, Mars, Avril. Mai, Juin, Juillet, Aout, Septembre, Octobre, Novembre, Decembre.	Re-cap of previously taught months of the year		
	Descriptions	Links to nouns and adjectives: Describe myself or someone else using eye colour and hair colour - I have brown eyes, I have blonde hair	Describing animals and different sounds for animals depending on the country	Planet descriptions Beach setting	Describing foods
	Family members	Sister, brother, mother, father			
	Food		Express likes and dislikes with food – basic food knowledge – 6 foods e.g. apple, banana, orange, cheese, meat, bread, milk, Introduction to more food groups – start to express more	I like ____ but I prefer ____	Past tense – I ate/I drank... What did you eat last night? What did you drink on Monday?

			likes and dislikes, asking others what they like and dislike		
	Animals		Introduction to a variety of animals – express preferences about these animals, how many animals do they have?		
	Jobs/hobbies			When I grow up I want to be Next week I am going swimming	I like this because..... (investigate language to describe something as good/bad/brilliant/terrible)
	Body parts	Head, shoulders, knees and toes Describe myself or someone else using eye colour and hair colour - I have brown eyes, I have blonde hair			
	Places		Where is French spoken?	Link to hobbies e.g. swimming pool	Café, school, supermarket, town,
				Recite a poem Give feedback to classmates	Peer and self-assessment opportunities Recite a short piece of narrative with confidence, accuracy and expression.
	Reading skills and knowledge				
R1	read and show understanding of words, phrases and simple texts	reads and recognises most familiar vocabulary	reads and understands simple sentences, including noun and adjectives	reads and understands complex sentences e.g. noun, adjectives, verb, adverbial phrase	reads and readily understands complex sentences e.g. noun, adjectives, verb, adverbial phrase
R2	appreciate stories, songs, poems and rhymes in the language	enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition	enjoys participating in stories, songs & poems and shows the ability to retain some of the words through repetition	enjoys listening to / watching target language stories, songs etc. and is able to pick out and understand familiar words	engages readily with all forms of target language input, shows curiosity and is able of

					understand familiar language well
R3	read aloud with accurate pronunciation	can make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher	reads familiar words with good pronunciation	reads aloud confidently familiar words observing particular pronunciation rules (e.g. silent letters, accent/stress markers etc.) and some unknown cognates	attempts confidently to read unfamiliar words using phonic knowledge, with some success
R4	understand new words that are introduced into familiar written material	responds well to teacher questioning / prompting to understand new words, e.g. If this means X, what could Y mean?	understands some new words introduced into familiar text.	demonstrates the ability to use cognates, logic and some grammatical understanding to decode the meaning of some new words	uses a range of strategies subconsciously to decode meaning successfully, e.g. cognates, logic, text patterns, sentence level understanding (i.e. looking at the words before and after)
R5	use a dictionary			knows 1) the parts of the dictionary 2) what the codes (nf, nm etc.) mean is confident with alphabetical order can find the meanings of new words	is confident at looking up new words successfully in a dictionary or online translator
	Writing				
W1	write words and phrases from memory	writes some known words and short phrases from memory with understandable spelling in books or on whiteboards	writes a few simple sentences from memory with understandable accuracy	writes some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold e.g. first letter cues for each word) with understandable accuracy	writes simple and some complex familiar sentences from memory with understandable accuracy

W2	adapt phrases to create new sentences	substitutes and adapts noun-adjective collocations in simple sentences. e.g. changing the colour within a story – different animal combinations in sentences	uses a model including words and short phrases to create new versions (e.g. party invitation, birthday card)	adapts a range of simple and complex sentences to create new sentences	uses a model paragraph to produce a new paragraph with good accuracy
W3	describe people, places, things and actions in writing	can follow and adapt a model to create a few short phrases with nouns and adjectives, creating for example a mini-book	writes some simple sentences with nouns and adjectives, which may / may not be placed correctly	writes a variety of sentences describing what people do e.g. what someone eats for different meals or what sports someone plays (uses 1 st and 3 rd person singular)	writes some complex sentences e.g. with a subordinate clause by manipulating language using a language scaffold or a bilingual dictionary, with some success
Grammar					
G1	Gender of nouns - definite and indefinite articles	usually uses the correct indefinite article in practice activities – independent use is more variable	understands the meaning of indefinite / definite articles in singular and plural, some inaccuracy in own use	demonstrates awareness of different uses of articles in English and the target language and beginning to apply this	Demonstrates a good grasp of the basic grammatical concepts encountered and applies them
G2	Singular and plural forms of nouns	can recognise and say singular and plural nouns, differentiating between them	often uses singular and plural nouns correctly, but may sometimes overlook	usually secure with use of singular and plural forms	Demonstrates a good grasp of the basic grammatical concepts encountered and applies them
G3	Adjectives (place and agreement)	able to place and agree some familiar adjectives correctly in practice activities	uses the most familiar adjectives and noun combinations correctly in terms of place and gender / number agreement	agrees adjectives in reasons after ‘because it is / they are’, remembering with some consistency to match number and gender.	Demonstrates a good grasp of the basic grammatical concepts encountered and applies them
G4	Conjugation of key verbs (and making verbs negative)	uses I have / it is / they are / there is but may confuse their meaning and use	uses simple 3 rd person singular verbs to describe others (e.g. has, is)	recognises the meaning of the subject pronouns and their matching verb endings in the present tense uses a range of 1 st person present tense verbs correctly	uses a range of common verbs, including in the negative form, most often in the 1 st person

G5	Connectives and qualifiers, adverbs of time, prepositions of place	uses 'and' and 'but' with some confidence	understands all and can use in structured tasks some sequencers and prepositions	incorporates days of the week and other time phrases into spoken and written expression, with some precision	uses subordinating connectives 'if' and 'because'
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Year group Long term plan

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer

Year 3	Year 4	Year 5	Year 6
Greetings (unit 1 lesson 1)	Transport (unit 5, lesson 19)	Say and sing the French alphabet (unit 10, lesson 45)	Telling the time to the hour (unit 15, lesson 71)
Names (unit 1 lesson 2)	Asking questions about transport (unit 5, lesson 20)	Places in the town using numbers in multiples of 10 (unit 10, lesson 46)	Telling the time to the half hour (unit 15, lesson 72)
Greetings (unit 1 lesson 3)	Where is French spoken? (unit 5, lesson 21)	Journey to school and directions (unit 10, lesson 47)	Similarities and differences between French and English schools (unit 15, lesson 73)
Family (unit 1 lesson 4)	Where is French spoken (unit 5, lesson 21b)	Journey to school and directions building on sentence structure (unit 10, lesson 48)	To recognise and say places in a school (unit 15, lesson 74)
Numbers 0-12 (unit 1 lesson 5)	Travelling – making different sentence structures (unit 5, lesson 22)	Give simple directions (unit 10, lesson 49)	To recognise the difference between le/la and un/une on a tour of school (unit 15, lesson 75)
Age (unit 1 lesson 6)	Travelling – putting together sentence structures (unit 5, lesson 23)	Celebrations say a date and know a French celebration (unit 11, lesson 50)	Telling the time to 1/4 hours (unit 15, lesson 76)
Assessment opportunities	Weather (unit 5, lesson 24)	Lunchtime and name some foods (unit 11, lesson 51)	To recognise and say what lessons you do at school (unit 15, lesson 77)
Masculine and feminine (unit 2, lesson 7)	Days of the week (unit 5, lesson 25)	What foods you like and dislike (unit 11, lesson 52)	To be able to read a school timetable and understand the 24-hour clock (unit 15, lesson 78)
Numbers 11-20 (unit 2, lesson 8)	Numbers 21 - 30 (unit 5, lesson 26)	Building on sentences and texts using food (unit 11, lesson 53)	Recognise the names of places in a town (unit 16, lesson 79)

Favourite playground games (unit 2, lesson 9)	Dates (unit 5, lesson 27)	Read and understand a basic biscuit recipe (unit 11, lesson 54)	Using whole sentences to say what is and is not in your town (unit 16, lesson 80)
Assessment opportunities	Colours and toys (unit 6, lesson 28)	Name the planets (unit 12, lesson 55)	Recognise numbers 70-100 (unit 16, lesson 81)
I am good at/bad at (unit 3, lesson 10)	Presents and toys (unit 6, lesson 29)	Describing the planets using adjectives (unit 12, lesson 56)	Be able to say the year (unit 16, lesson 82)
Months of the year (unit 3, lesson 11)	Likes and dislikes (unit 6, lesson 30)	Describing planets and recognise different words that make up sentences (unit 12, lesson 57)	Talk about your town in the past and present (unit 16, lesson 83)
Party invitations – simple writing (unit 3, lesson 12)	Numbers to 39 and recognise money (unit 6, lesson 31)	Asking and answering questions about the planets (unit 12, lesson 58)	Recognise adjectives and antonyms (unit 16, lesson 84)
Party Games (unit 3, lesson 13)	Toy advert – give opinions (unit 6, lesson 32)	Making compound sentences (unit 12, lesson 59)	Read and understand a French email - sentence construction and word order (unit 16, lesson 85)
Assessment opportunities	Sports that you play or do (unit 7, lesson 33)	Prepare a short presentation about the planets (unit 12, lesson 60)	Understand points in a text and manipulate text to make your own statements (unit 16, lesson 86)
Body parts (unit 4, lesson 14)	Diary of different activities (unit 7, lesson 34)	Months and seasons (unit 13, lesson 61)	Produce a leaflet describing the town 'then and now' (unit 16, lesson 88)
Colours (unit 4, lesson 15)	Diary of different activities and ask questions (unit 7, lesson 35)	Weather and seasons – making longer phrases (unit 13, lesson 62)	Recognise items from a French menu (unit 17, lesson 89)
Body parts and colours (unit 4, lesson 16)	Healthy eating (unit 7, lesson 36)	Joining in on a poem (unit 13, lesson 63)	Sing a song about a French café picking out phrases for a conversation (unit 17, lesson 90)
Describe a monster (unit 4, lesson 17)	Follow a story about friends and animals (unit 8, lesson 37)	Seasonal colours poem (unit 13, lesson 64)	Similarities and differences between cultures and culinary traditions (unit 17, lesson 91)
Create a monster (unit 4, lesson 18)	Read and understand a story about friends and animals (unit 8, lesson 38)	Describing the four seasons and persuade others about your season (unit 13, lesson 65)	Different ice cream flavours (unit 17, lesson 92)
	Construct short sentences (unit 8, lesson 39)	Use colours to describe a beach scene (unit 14, lesson 66)	Using language needed to order food (unit 17, lesson 93)
	Recognise and say names of animals from a poem (unit 8, lesson 40)	Use verbs to extend descriptions (unit 14, lesson 67)	
	Read or recognise the word for animals in a poem (unit 9, lesson 41)	Put together short sentences to write a description (unit 14, lesson 68)	

	Recognise different countries have different sounds for animals (unit 9, lesson 42)	Class poem picking out familiar words (unit 14, lesson 69)	
	Recognise where animals live – habitats (unit 9, lesson 43)	Individual poem writing (unit 14, lesson 70)	
	Use adjectives to describe animals (unit 9, lesson 44)		

Progression document

Listening skills

Speaking skills

Reading skills

Writing skills

Year 3

Skills	Example contexts and languages	Arriving into Year 4 able to...
<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>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</p> <p>Write some familiar simple words using a model and from memory e.g. <i>familiar nouns, adjectives</i></p> <p>Use correct pronunciation when speaking and show awareness of sound spelling links</p>	<p>Understand numbers 1-20 and say key numbers relating to dates e.g. own birthday</p> <p>Understand and respond to simple questions e.g. <i>how many ...?</i></p> <p>Use simple greetings e.g. <i>saying hello and goodbye, saying how you are and asking others</i></p> <p>Ask and answer simple questions about e.g. <i>name and age, birthday</i></p> <p>Understand and communicate familiar nouns e.g. <i>parts of the body, animals</i></p> <p>Use simple adjectives e.g. <i>to describe people (size, colour)</i></p> <p>Use simple sentences e.g. <i>to say what someone looks like</i></p>	<p>Appreciate and understand that to pick out familiar words and phrases in songs, poems and stories they need to listen carefully. Show they can do this by giving a physical response e.g. pointing to a picture, holding up a card.</p> <p>Recognise, with confidence, numbers to 20.</p> <p>Understand and respond to simple classroom instructions.</p> <p>Understand that making accurate sounds in another language means they will have to make different mouth movements and pronounce very familiar language with good pronunciation and intonation.</p>

<p>Understand basic grammar appropriate</p>	<p>Use some simple familiar verbs Express simple likes and dislikes e.g. <i>playground games</i></p>	<p>Take risks when practising new language and be willing to 'have a go.' as well as valuing the contribution of others. Practise language in pairs and small groups.</p> <p>Greet their teacher and classmates with confidence. Introduce himself or herself to another classmate and ask how she/he is.</p> <p>Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p> <p>Express likes and are beginning to know how to form the negative in this context e.g. <i>I don't like milk.</i></p> <p>Identify familiar words in a short text e.g. a short verse of a poem, a few sentences taken from a familiar story or song, and give their meaning in English.</p> <p>Identify nouns, adjectives and verbs in texts that use familiar words.</p> <p>Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</p> <p>Read aloud a simple, conversation with a partner which uses familiar language.</p> <p>Write two or three sentences on a familiar topic using a writing frame and word bank and write a few familiar words from memory.</p> <p>Understand that some sounds are written in different ways to English</p> <p>Notice (where relevant) that the definite/indefinite changes according to gender of noun.</p>
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		Begin to understand that adjectives can sometimes follow the noun.
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Year 4

Skills	Example contexts and languages	Arriving into Year 5 able to...
<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>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>Understand (where relevant): feminine, masculine and neuter forms</p>	<p>Understand and communicate higher numbers including 21-39 and multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i></p> <p>Use a wider range of question forms e.g. <i>for help in the classroom, the time, the date</i></p> <p>Understand and communicate a wider range of familiar nouns e.g. <i>classroom items, sports, animals, items of clothes</i></p> <p>Understand and use adjectives that describe people and things e.g. <i>the characters in a story, animals</i></p> <p>Understand and use verbs in the first person to say e.g. <i>what they do, play, like, prefer</i></p> <p>Understand and use verbs in the third person to say e.g. <i>what other people or animals do, the weather</i></p> <p>Use some simple adverbs to make sentences more interesting</p> <p>Express likes, dislikes and preference about what they do e.g. <i>in school, sports, spare time activities</i></p>	<p>Identify specific key phonemes, words and phrases when listening to songs, poems and stories and understand that some sounds and letter combinations are pronounced differently in the new language.</p> <p>Recognise numbers 1 – 31 and multiples of 10 up to one hundred when they hear them and use this knowledge to work out age appropriate calculations.</p> <p>Follow and respond to a wider range of classroom instructions.</p> <p>Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build simple sentences orally e.g. <i>I have brown eyes.</i></p> <p>Ask and answer questions confidently on a range of topics e.g. personal information, sports and hobbies, characters in a familiar story. Children appreciate the importance of rising intonation when asking questions.</p> <p>Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i></p> <p>They use a wider range of verbs to express opinion such as love, hate, adore, detest.</p>

		<p>Recite a few lines from a story, poem or song with good pronunciation.</p> <p>Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.</p> <p>Begin to use pronouns when responding to questions e.g. <i>The prince is handsome. He loves the princess.</i></p> <p>Use a few common adverbs e.g. <i>The horse is eating slowly. I can run fast.</i></p> <p>Ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Read familiar words, phrases and short sentences aloud with good pronunciation and apply phonic knowledge when reading aloud.</p> <p>Follow a short, familiar text, reading and listening at the same time.</p> <p>Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural.</p> <p>Begin to understand the concept of agreement of adjectives.</p> <p>Form sentences by selecting words from a word bank.</p> <p>Write some words and phrases from memory and know how to apply strategies to help them with memorisation.</p> <p>Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</p>
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Year 5

Skills	Example contexts and languages	Arriving into Year 6 able to...
<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>Take part in short conversations using familiar structures and vocabulary and present information to others</p> <p>Understand and express simple opinions</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>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>Focus on correct pronunciation and intonation, using tone of voice and gesture</p>	<p>Understand and use the alphabet for spelling and in context</p> <p>Follow and give simple instructions and directions e.g. <i>a recipe, directions to a place, the route to school</i></p> <p>Understand and express future intentions e.g. <i>about playing a musical instrument, leisure activities</i></p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. <i>about food, places, activities</i></p> <p>Making simple statements and present information e.g. <i>about weather, seasons, places</i></p> <p>Talk and write about the past in simple terms e.g. <i>What has been eaten/ drunk, the weather</i></p> <p>Use simple adverbial phrases of time</p> <p>Understand and communicate simple descriptions in speech and writing e.g. <i>of a scene, a place in town, the weather,</i></p> <p>Use adjectives to add interest to a description</p>	<p>Understand the main spoken points of a short text that contains familiar and unfamiliar language in a new context</p> <p>Identify specific sounds in familiar and unfamiliar words.</p> <p>Present information to others. Express simple opinions.</p> <p>Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</p> <p>Give a brief description linked to a recent area of learning such as a meal, animal or person using connectives such as <i>and, but, because</i> to form more complex sentences.</p> <p>Begin to use the past tense in spoken language.</p> <p>Perform a role-play or recite a short poem with confidence and accurate pronunciation, using appropriate tone and intonation.</p> <p>Give constructive feedback to classmates.</p> <p>Work with a partner to decipher a short text.</p> <p>Read and understand the main points from a variety of short texts, containing familiar and unfamiliar language.</p> <p>Begin to use a bi-lingual dictionary to check spelling.</p> <p>Manipulate language by changing an element in a sentence when writing short text using a model.</p>

		Understand word order and agreement when including high frequency adjectives of e.g. colour and six and demonstrate this, with reasonable accuracy, in their writing.
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Year 6

Skills	Example contexts and languages	Arriving into Year 7 able to...
<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>	<p>Understand and use numbers 70-100 and in context e.g. <i>saying the year, 24-hour clock, quantities</i></p> <p>Understand and communicate statements with reference to the past e.g. <i>about the school environment, everyday school routines, break time activities, a visit</i></p> <p>Understand and express opinions about what something was like was like</p> <p>Understand and use transactional language e.g. <i>in a café</i></p> <p>Seek clarification of meaning</p> <p>Ask questions (about places in a town)</p> <p>Give a description e.g. <i>of a town, geographical features in a country</i></p> <p>Antonyms</p> <p>Use adjectives to add interest and detail to a description</p> <p>Make statements about what they read e.g. <i>about sections in a newspaper (weather, what's on TV, a story, an email)</i></p> <p>Express and justify opinions</p>	<p>Understand that some sounds and letter combinations need to be said and written differently to English</p> <p>Listen to spoken foreign language for details and gist. Can identify key points and some detail.</p> <p>Also understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p> <p>Follow a wide range of classroom instructions.</p> <p>Take part in a simple conversation, ask and answer questions and express opinions.</p> <p>Use spoken language confidently to initiate and sustain a simple conversation.</p> <p>Present simple information on a familiar topic to the class.</p> <p>Use peer and self-assessment strategies to support language learning</p> <p>Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</p> <p>Use a range of questions and statements spontaneously to seek clarification and help.</p>

		<p>Understand key points and some detail in short written texts in familiar contexts.</p> <p>Find new words in a foreign language by using a bilingual dictionary.</p> <p>Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</p> <p>Feel confident in tackling the pronunciation of new and unfamiliar words.</p> <p>Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.</p> <p>Use peer and self-assessment strategies to support language learning.</p>
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