



LYON PARK PROGRESSION OF SKILLS IN MFL



	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> Listen and show understanding of a few familiar spoken words and short phrases, spoken slowly and clearly. Follow and repeat key words from a song, rhyme. 	<ul style="list-style-type: none"> Listen and show understanding of a range of familiar spoken words and short phrases. Join in the re-telling / playing of a familiar story, song, rhyme using gestures or by saying key words and phrases. 	<ul style="list-style-type: none"> Listen and show understanding of more complex familiar phrases and sentences. Follow the text of a familiar spoken passage, rhymes and songs identifying the meaning of the words. 	<ul style="list-style-type: none"> Listen and show understanding of more complex sentences containing familiar and unfamiliar words. Produce from memory familiar short sections of known stories, songs when listening to the source material.
Speaking	<ul style="list-style-type: none"> Recognise a familiar question and answer simple pre-learned questions from memory. Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. 	<ul style="list-style-type: none"> Ask and answer several simple and familiar questions with a rehearsed response. Rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. 	<ul style="list-style-type: none"> Ask and answer more complex familiar questions with a scaffold of responses. Adapt models successfully to give own information, including simple questions, substituting individual words. 	<ul style="list-style-type: none"> Engage in a short conversation using familiar questions and express opinions. Manipulate familiar language to present own ideas and information in more complex sentences.
Writing	<ul style="list-style-type: none"> Write some single words from memory, with plausible spelling. Substitute, with support, one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. 	<ul style="list-style-type: none"> Write simple words and several short phrases from memory with understandable spelling. Use familiar vocabulary to write simple sentences with understandable accuracy, to give information using a language scaffold. 	<ul style="list-style-type: none"> Write a familiar complex sentence from memory with understandable spelling. Write a more complex sentence to describe people, places, things and actions using a language scaffold. 	<ul style="list-style-type: none"> Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. Write a complex sentence manipulating familiar vocabulary, using e.g. a model, a writing frame, sentence starters.

Grammar	<ul style="list-style-type: none"> • Form regular plural nouns. • Identify adjective and noun position. • Use the high-frequency verb forms 'I have, I am. 	<ul style="list-style-type: none"> • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. • Demonstrate understanding of the agreement and position of the adjectives. • Use 'tiene' (3rd person tener) and 'está' (3rd person estar). • Use the infinitive form of some verbs. • Use the connectives 'and', 'but', 'also'. 	<ul style="list-style-type: none"> • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. • Produce positive and negative sentences with high frequency verbs and pronouns. • Use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame). • Show some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English. 	<ul style="list-style-type: none"> • Use the correct form of the definite article in singular and plural sentences. • Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. • Apply all grammatical knowledge learnt to build complex sentences. • Decode a simple unfamiliar text using grammatical knowledge, context or a bilingual dictionary. • Use subordinating connectives, e.g. 'because'.
Reading	<ul style="list-style-type: none"> • Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. • Read and show understanding of familiar single words. 	<ul style="list-style-type: none"> • Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. • Read and show understanding of simple familiar phrases and short sentences. 	<ul style="list-style-type: none"> • Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules. • Read and show understanding of a complex sentence using familiar language. 	<ul style="list-style-type: none"> • Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. • Read and show understanding of a series of complex sentences using familiar language.