



MFL French Progression of Knowledge and Skills Assessment Grid

	EYFS (KS1 readiness objectives)	By the end of KS1 children should be able:
Recognising cognates	<ul style="list-style-type: none">To know that there are words that sound familiar in English and other languages.To have the opportunity to explore language and use known cognates in conversation	Children are introduced to a new language through morning greetings, counting and reading stories from different cultures/language to their own
Speaking and listening	<ul style="list-style-type: none">To be able to use words and phrases relevant to classroom experiences from a range of languages	
Celebrating languages & culture	<ul style="list-style-type: none">To celebrate the range of languages spoken by other pupils.To have the opportunity to listen to the spoken languages of multilingual pupils in class.To have the opportunity to learn words and phrases from other pupils who are multilingual	



HORSLEY
C of E PRIMARY SCHOOL

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	By the end of LKS2 children should be able:
Listening	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Speaking	<ul style="list-style-type: none"> • Ask and answer a range of questions on different topic areas • Using familiar sentences as models, make varied adaptations to create new sentences • Read aloud using accurate pronunciation and present a short learned piece for performance
Reading	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Writing	<ul style="list-style-type: none"> • Write some single words from memory • Use simple adjectives such as colours and sizes to describe things orally • Record descriptive sentences using a word bank • Write words and short phrases from memory • Use a range of adjectives to describe things in more detail, such as describing someone's appearance • Write descriptive sentences using a model but supplying some words from memory
Grammar	<ul style="list-style-type: none"> • Recognise the main word classes e.g nouns, adjectives and verbs • Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles • Have basic understanding of the usual order of words in sentences in the target language • Recognise a wider range of word classes including pronouns and articles, and use them appropriately • Understand that adjectives may change form according to the noun they relate to, and select the appropriate form • Recognise questions and negative sentences



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	By the end of UKS2 children should be able:
Listening	<ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language Identify different ways to spell key sounds, and select the correct spelling of a familiar word Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Speaking	<ul style="list-style-type: none"> Take part in conversations and express simple opinions giving reasons Adapt known complex sentences to reflect a variation in meaning Begin to use intonation to differentiate between sentence types Engage in longer conversations, asking for clarification when necessary Create his/her own sentences using knowledge of basic sentence structure Use pronunciation and intonation effectively to accurately express meaning and engage an audience
Reading	<ul style="list-style-type: none"> Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation Learn a song or poem using the written text for support Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation Attempt to read a range of texts independently, using different strategies to make meaning Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Writing	<ul style="list-style-type: none"> Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank Use a wide range of adjectives to describe people and things, and use different verbs to describe actions Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions Begin to use some adverbs
Grammar	<ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun Adapt sentences to form negative sentences and begin to form questions Know how to conjugate a range of high frequency verbs Understand how to use some adverbs in sentences Have an awareness of similarities and differences in grammar between different languages