



# MFL- French Progression of Skills

## Assessment Grid

	Year 3	Year 4
Listening	<ul style="list-style-type: none"><li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li><li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li></ul>	<ul style="list-style-type: none"><li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li><li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li><li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li></ul>
Speaking	<ul style="list-style-type: none"><li>• ask and answer simple questions, for example about personal information</li><li>• repeat sentences heard and make simple adaptations to them</li><li>• use mostly accurate pronunciation and speak clearly when addressing an audience</li></ul>	<ul style="list-style-type: none"><li>• ask and answer a range of questions on different topic areas</li><li>• using familiar sentences as models, make varied adaptations to create new sentences</li><li>• read aloud using accurate pronunciation and present a short learned piece for performance</li></ul>
Reading	<ul style="list-style-type: none"><li>• recognise some familiar words and phrases in written form</li><li>• read some familiar words aloud using mostly accurate pronunciation</li><li>• learn and remember new words encountered in reading</li></ul>	<ul style="list-style-type: none"><li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li><li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li><li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li></ul>
Writing	<ul style="list-style-type: none"><li>• write some single words from memory</li><li>• use simple adjectives such as colours and sizes to describe things orally</li><li>• record descriptive sentences using a word bank</li></ul>	<ul style="list-style-type: none"><li>• write words and short phrases from memory</li><li>• use a range of adjectives to describe things in more detail, such as describing someone's appearance</li><li>• write descriptive sentences using a model but supplying some words from memory</li></ul>

<b>Grammar</b>	<ul style="list-style-type: none"> <li>• recognise the main word classes e.g. nouns, adjectives and verbs</li> <li>• understand that nouns may have different genders and recognise clues to identify this, such as the difference in articles</li> <li>• have a basic understanding of the usual order of words in sentences in the target language</li> <li>• understand the position of simple adjectives</li> <li>• use il y a and il n'y a pas de in the appropriate context</li> <li>• Understand how nouns change when pluralised</li> </ul>	<ul style="list-style-type: none"> <li>• recognise a wider range of word classes including pronouns and articles, and use them appropriately</li> <li>• know when to use à + definite article</li> <li>• understand that adjectives may change form according to the noun they relate to, and select the appropriate form</li> <li>• understand that the position of adjectives can vary according to their meaning</li> <li>• recognise questions and negative sentences</li> <li>• Know some appropriate conjugations of high frequency verbs in the context of a topic (E.g. J'ai/Je vais)</li> <li>• Begin to use prepositions to describe position and place</li> <li>• Understand when words/proper nouns should/shouldn't be capitalised</li> <li>• Begin to recognise typical endings of nouns by gender</li> <li>• Understand the use of the indefinite article.</li> </ul>
	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identify different ways to spell key sounds, and select the correct spelling of a familiar word</li> </ul>	<ul style="list-style-type: none"> <li>• understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</li> <li>• apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• take part in conversations and express simple opinions giving reasons</li> <li>• adapt known complex sentences to reflect a variation in meaning</li> <li>• begin to use intonation to differentiate between sentence types</li> </ul>	<ul style="list-style-type: none"> <li>• engage in longer conversations, asking for clarification when necessary</li> <li>• create his/her own sentences using knowledge of basic sentence structure</li> <li>• use pronunciation and intonation effectively to accurately express meaning and engage an audience</li> </ul>

<p style="text-align: center;"><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</li> <li>• learn a song or poem using the written text for support</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</li> <li>• attempt to read a range of texts independently, using different strategies to make meaning</li> <li>• use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</li> </ul>
<p style="text-align: center;"><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</li> <li>• use a wide range of adjectives to describe people and things, and use different verbs to describe actions</li> </ul>	<ul style="list-style-type: none"> <li>• write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</li> <li>• select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions and begin to use some adverbs</li> </ul>
<p style="text-align: center;"><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• know the infinitive form of some high frequency verbs</li> <li>• know how to conjugate some high frequency verbs (Regular and Irregular)</li> <li>• understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</li> <li>• adapt sentences to form negative sentences and begin to form questions</li> <li>• use intensifiers to quantify an adjective</li> <li>• begin to use possessive adjectives</li> <li>• begin to use conjunctions</li> <li>• use a wider range of prepositions to describe place and position.</li> <li>• apply understanding of typical endings to determine the gender of a noun</li> </ul>	<ul style="list-style-type: none"> <li>• know the infinitive form of a range of high frequency verbs</li> <li>• know how to conjugate a range of high frequency verbs (Regular and Irregular)</li> <li>• Make adjectives agree with increasing fluency</li> <li>• understand how to use some adverbs in sentences</li> <li>• have an awareness of similarities and differences in grammar between different languages</li> <li>• use adverbs/adverbial phrases</li> <li>• use a wider range of possessive adjectives with increasing fluency</li> <li>• use a wider range of conjunctions with increasing fluency</li> <li>• build on use of prepositions with increasing accuracy</li> <li>• use a range of strategies to determine the gender of a noun</li> <li>• understand the use of the partitive article.</li> </ul>