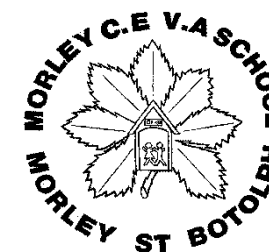




## Tacolneston & Morley CE VA Primary Schools Federation



*As each has received a gift, use it to serve one another, as good stewards of God's varied grace  
1 Peter 4:10*

*Work together, learn together, grow together...*

# MFL - FRENCH PROGRESSION OF SKILLS ASSESSMENT GRID

	Y1	Y2
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>
GRAMMAR	<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 can recognise clues to identify this, such as the difference in articles</li> <li>have basic understanding of the usual order of words in sentences in the target language</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>understand that adjectives may change form according to the noun they relate to, and select the appropriate form</li> <li>recognise questions and negative sentences</li> </ul>
	<b>Y5</b>	<b>Y6</b>
LISTENING	<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>

SPEAKING	<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>
READING	<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>
WRITING	<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</li> <li>• begin to use some adverbs</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>• know how to conjugate some high frequency verbs</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> </ul>	<ul style="list-style-type: none"> <li>• know how to conjugate a range of high frequency verbs</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> </ul>