



Gladstone Road Primary School MFL

Curriculum design, LTP & Vocabulary Progression 2020/2021

Progression Document				
	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Pick out known words in an 'authentic' conversation.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking</p>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short preprepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations .</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>Copy simple vocabulary.</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory.</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences.</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>



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Reading	Begin to recognise written vocabulary/ single words. Begin to recognise written phrases	Recognise simple written phrases and understand a range of familiar written phrases.	Read and show understanding of more complex written phrases. Read and show understanding of a piece of writing based on the current topic. Read short passages and pull answer questions on what they have read.	Practice reading longer texts aloud, containing taught phrases and vocabulary. Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.
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Grammar	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p> <p>Recognise and use the first person possessive adjectives (mon, ma, mes);</p> <p>name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</p> <p>recognise and use partitive articles;</p> <p>show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</p>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p> <p>Recognise and use the first person possessive adjectives (mon, ma, mes);</p> <p>recognise and use partitive articles;</p> <p>show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</p> <p>use simple prepositions in their sentences;</p> <p>use the third person singular and plural of the verb 'être' in the present tense.</p>	<p>demonstrate understanding of gender and number of nouns and use appropriate determiners;</p> <p>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</p> <p>name and use a range of conjunctions to create compound sentences;</p> <p>use some adverbs;</p> <p>demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</p> <p>name all subject pronouns and use to conjugate a high frequency verb in the present tense;</p> <p>recognise and use a high frequency</p>	<p>demonstrate understanding of gender and number of nouns and use appropriate determiners;</p> <p>name and use a range of conjunctions to create compound sentences; follow a pattern to conjugate a regular verb in the present tense;</p> <p>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</p> <p>choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</p>
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			verb in the perfect tense; compare with English;	
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