

MFL

| | EYFS | Years 1 & 2 | Years 3 & 4 | Year 5 & 6 |
|-------------------------------|------|-------------|---|---|
| READING | • | • | <p>Year 3</p> <ul style="list-style-type: none"> • Read aloud a familiar sentence, rhyme or poem • Use sounds to help identify written words <p>Year 4</p> <ul style="list-style-type: none"> • Understand short texts and dialogues, made up of familiar language • Use a bilingual dictionary or glossary to look up new words | <p>Year 5</p> <ul style="list-style-type: none"> • Read a text in the language and explain the main points and some smaller details • Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean <p>Year 6</p> <ul style="list-style-type: none"> • Read a variety of fiction and non-fiction and glean information from them • Identify examples of basic grammatical rules in the chosen language |
| SPEAKING AND LISTENING | • | • | <p>Year 3</p> <ul style="list-style-type: none"> • Listen to and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Respond to topic related questions with a simple answer • Understand instructions, everyday classroom language and praise words • Use mainly memorised language, with occasional variation • Use short phrases to express personal responses for example, likes, dislikes and feelings <p>Year 4</p> <ul style="list-style-type: none"> • Take part in brief prepared tasks of at least two or three exchanges • Memorise and present a short spoken text • Identify and note the main points of a short spoken passage • Use generally accurate pronunciation when reading aloud or using familiar words or phrases | <p>Year 5</p> <ul style="list-style-type: none"> • Find patterns in spelling, sounds and meanings of words when listening to songs and rhymes • Take part in short conversations, seeking and conveying information and opinions in simple terms • Refer to recent experiences or future plans, as well as everyday activities and interests • Identify and note the main points and specific details, including opinions in longer spoken passages • Use accurate pronunciation in spoken tasks and use intonation to make meaning clear <p>Year 6</p> <ul style="list-style-type: none"> • Tell simple stories in the language • Participate in a conversation, where they can ask questions, respond to others and seek help • Prepare a short presentation to describe people, places, things or actions • Generate questions about the topics covered • Make themselves understood with little or no difficulty in a range of topics |
| WRITING | • | | <p>Year 3</p> <ul style="list-style-type: none"> • Write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts • Write words and short phrases from memory with comprehensible spelling <p>Year 4</p> <ul style="list-style-type: none"> • Beginning to adapt and substitute single words and phrases in written work | <p>Year 5</p> <ul style="list-style-type: none"> • Produce short pieces of writing, in simple sentences, that seek and convey information and opinions <p>Year 6</p> <ul style="list-style-type: none"> • Adapt recalled phrases to create new sentences and express ideas clearly • Demonstrate an understanding of basic grammatical rules for the language in written work |