



MFL - French Progression of Skills Assessment Grid

	Year 3	Year 4
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 	<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
Speaking	<ul style="list-style-type: none"> • ask and answer simple questions, for example about personal information • repeat sentences heard and make simple adaptations to them • use mostly accurate pronunciation and speak clearly when addressing an audience 	<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"> • recognise some familiar words and phrases in written form • read some familiar words aloud using mostly accurate pronunciation • learn and remember new words encountered in 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	Year 5	Year 6
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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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