

St Columb Minor MFL Progression Map

	Year 3	Year 4	Year 5	Year 6
Reading	Pupils make links between some phoneme, rhymes and spellings and read aloud familiar words. Pupils notice the spelling of familiar words. Pupils recognise how sounds are represented in written form. Pupils identify specific sounds, phonemes and words.	Pupils read and understand familiar words and short written phrases. Pupils follow a short text while listening and reading, saying some of the text. Pupils read a wider range of words, phrases and sentences aloud. Pupils apply phonic knowledge to decode text. Pupils recognise and apply simple agreements (e.g. gender, plural, singular). Pupils recognise negative statements. Pupils recognise categories of words (e.g. colours) and word classes	Pupils read and understand some of the main points from a short text. Pupils recognise typical conventions of word order and compare with English. Pupils understand and use negative statements.	Pupils read aloud with confidence, enjoyment and expression, in chorus or individually. Pupils read and understand the main points and some detail from a short passage. Pupils identify different text types and read short, authentic texts for enjoyment or information. Pupils match sound to sentences and paragraphs. Pupils apply knowledge of word order and sentence construction to support understanding of written text.
Writing	Pupils write some familiar simple words accurately using a model. Pupils write some familiar simple words from memory.	Pupils write some familiar words and phrases (noun & gender and adjectives) without help (from memory). Pupils copying simple structures. Pupils use question forms Pupils use phonic knowledge to support accurate pronunciation and to write simple words and phrases. Pupils recognise and apply simple agreements (e.g. gender, plural, singular).	Pupils understand how a simple sentence is written. Pupils write words, phrases and a few sentences using a model. Pupils remember simple structures and apply in new contexts. Pupils can join simple sentences using et/mais. Pupils manipulate language by changing a single element in a sentence. Pupils understand and use negative statements. Pupils apply knowledge of language rules and conventions when building short sentences. Pupils use 1st, 2nd and 3rd person singular forms of familiar verbs.	Pupils write several sentences from memory. Pupils develop a short text using a model. Pupils know how to use a bilingual dictionary to check their spelling and the gender. Pupils manipulate language by changing a single element in a sentence. Pupils understand and use negative statements. Pupils apply knowledge of language rules and conventions when building short sentences. Pupils use 1st, 2nd and 3rd person singular forms of familiar verbs. Pupils use knowledge of words, text and structure to make meaning, using simple language.

				Pupils apply knowledge of words and text conventions to build meaningful sentences and short texts. Pupils confidently use 1st, 2nd and 3rd person singular forms of familiar verbs.
Speaking	Pupils communicate with others using simple words and phrases. Pupils use the correct pronunciation in spoken work. Pupils recognise question forms and negatives.	Pupils use question forms. Pupils use phonic knowledge to support accurate pronunciation and to say simple words and phrases.	Pupils communicate by asking a wider range of questions. Pupils express simple opinions. Pupils make a short presentation using a model. Pupils develop accuracy in pronunciation and intonation. Pupils manipulate language by changing a single element in a sentence. Pupils use strategies to keep a conversation going. Pupils understand and use negative statements. Pupils apply knowledge of language rules and conventions when building short sentences.	Pupils join in a short conversation. Pupils give a clear presentation in a clear audible voice. Pupils recognise the importance and significance of intonation. Pupils use knowledge of words, text and structure to make meaning, using simple language.
Listening	Pupils link sounds to meanings. Pupils recognise question forms and negatives. Pupils identify specific sounds, phonemes and words	Pupils listen to and identify words and short phrases. Pupils communicate by answering a wider range of questions. Pupils sort words according to sounds. Pupils recognise negative statements. Pupils recognise categories of words (e.g. colours) and word classes.	Pupils can pick out some of the main points from short spoken passages. Pupils can join in a short conversation. Pupils understand simple opinions. Pupils recognise typical conventions of word order and compare with English. Pupils understand and use negative statements.	Pupils listen to and understand the main points and some detail from a short spoken passage.