

Steeple Claydon School Progression Criteria – Modern Foreign Languages

| Substantive and Disciplinary Knowledge | Year Three | Year Four | Year Five | Year Six |
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| Listening | Listen and repeat words. Show understanding by joining in. | Listen and follow simple commands. Show understanding by responding. | Play games involving active listening such as True or False, Simon Says or Bingo. Link the spelling, sound and meaning of words. | Interpret simple dialogue, instructions and messages. |
| Speaking and pronunciation | Say and repeat sentence. Pronounce their name and other familiar phrases. | Respond to questions using a modelled response. Pronounce single words correctly. | Engage in a simple conversation with a partner. Explore patterns of sound and rhythms. | Speak with increasing confidence through engaging in a range of conversations. |
| Reading | Read key words correctly using visual cues for support. Describe objects using simple phrases. | Read words and phrases. Show understanding of words within short passages. | Pick out key details from longer passages. For example, name, place and cost. | Read simple texts independently. Use a bilingual dictionary or glossary to look up new words and phrases |
| Writing | Copy simple words correctly and fluently. Describe themselves using familiar words and phrases. | Select appropriate words to complete short sentences in simple writing. | Write down sentences from memory. Adapt these to create new sentences. | Write a short paragraph on a familiar topic and express ideas clearly. |
| Grammar | Use the correct article for words such as 'the', 'a' and 'an'. Learning the names for objects. | Use modelled prepositions and pronouns. For example, the pen is on the table. The chair is under the table. | Recognise infinitive verbs, adjectives and nouns. Use previously learnt language with newly learnt language. | Put high frequency verbs such as to have, to be, to see, to eat and to drink into the correct person and tense. I, he/she, you, we, they, them. |
| Vocabulary | Identify objects (nouns) using key words. Examples including animals, numbers, and family members. | Describe objects using adjectives and other simple phrases. Examples include descriptive adjectives including colours. | Use a dictionary to look up unknown words. Broaden use of vocabulary, describing actions of a person or object using appropriate words or phrases. | Use a widening range of vocabulary. Develop ability to understand new words that are introduced into familiar written material. |
| Appreciation | Join in repetitive chants, songs and rhymes as part of a large | Watch short animations, short scenarios for enjoyment. | Listen to, learn by heart and respond to songs, poems or | Perform or present a song, poem or story to a wide range |

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| | group or an audience, after much practice. | | stories. Listening for specific information. | of audiences. |
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