

**KS2 MFL CURRICULUM MAP**  
**SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION**

	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<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>Name objects and actions and link words with a simple connective</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation</p> <p>Use common phrases</p> <p>Use description words e.g. colours, size</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p>	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses</p> <p>Ask for clarification and help</p>	<p>Engage in short scripted conversations</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p>
<b>Listening</b>	<p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes.</p> <p>Repeat words modelled by teacher, show understanding with an action.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation.</p>	<p>Listen to and appreciate poems, songs and rhymes in the language.</p> <p>Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences.</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling.</p>

<b>Writing</b>	<p>Copy simple vocabulary.</p> <p>Attempt to write taught vocabulary (single words) from memory.</p> <p>Attempt to write simple phrases from memory.</p>	<p>Attempt to write simple, short taught phrases from memory.</p> <p>Write simple, short taught phrases from memory.</p> <p>Write simple, short taught sentences from memory.</p>	<p>Write simple, short taught sentences from memory including questions and responses.</p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p>	<p>Present ideas and information in writing to an audience.</p> <p>Adapt taught phrases to create new sentences.</p> <p>To write a series of extended sentences.</p>
<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words.</p> <p>Recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases.</p>	<p>Begin to recognise simple written phrases.</p> <p>Recognise simple written phrases begin to show understanding of more complex written phrases.</p>	<p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of simple writing.</p> <p>Practice using a dictionary to find the meaning of unknown words</p>	<p>Use a dictionary to understand the definition of unknown words.</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Present ideas and information orally to an audience.</p>
<b>Grammar</b>	<p>Use un/una with nouns to identify gender.</p>	<p>Use I and you.</p> <p>Use adjectives with nouns.</p> <p>Be able to form positive and negative versions of phrases. e.g. me gusta/ no me gusta.</p>	<p>Use adjectives with nouns</p> <p>Begin to use verbs in the first person e.g. Yo corro (I run).</p>	<p>Consolidation of earlier grammar work.</p> <p>Begin to use verbs in the second and third person.</p>

