Name of subject: MFL

		Year 3	Year 4	Year 5	Year 6
Phonics	Recognition &	I have learnt the SSC	I can link SSC to new words I	I have learnt about vowel	I can listen and write short phrases
	Production	and phonics key words	hear. I listen and transcribe	combinations and stress	including unfamiliar words more
	(Sound (L) to	and remember them. I	SSC within single words with	patterns. I identify these	accurately, when focusing on
	print (W))	can match the French	some success. I use sound-	when listening. I connect	transcription. I enjoy listening to and
		SSC I hear to print and	spelling links to follow when I	sound and spelling by	joining in with songs and short poems.
		transcribe accurately	listen and read. I enjoy	transcribing a range of new	
		the SSC I know best. I	listening to and joining in with	words and parts of words. I	
		enjoy listening to and	simple songs and rhymes.	enjoy listening to and joining	
		joining in with simple		in with songs and short	
		songs and rhymes.		poems.	
	Recognition &	I can readily read aloud	I can read aloud familiar	I can read aloud many familiar	I read familiar words and short
	Production	the SSC and phonics	words observing certain	words with clear and	sentences aloud with clear and
	(Print (R) to	key words. I can	pronunciation rules (silent	comprehensible	comprehensible pronunciation. I can
	sound (S))	carefully sound out	letters, accent/ stress	pronunciation. More slowly	read aloud single unknown words
		some unfamiliar words	markers, etc) and some	and carefully, I can decode	more readily.
		and parts of words with	unknown words. My	unfamiliar words using SSC	
		some success, focusing	pronunciation is usually	knowledge.	
		on a few SSC at any one	comprehensible.		
March Inc.	11 - 1 1 12	time. I understand around	I understand around 200	Lundanetara di anassa di 200	Lord-ord-ord-ord-ord-ord-ord-ord-ord-ord-
Vocabulary	Understanding	100 words when I listen		I understand around 300 words when I listen and read	I understand around 400 words when
	(Aural (L) /	and read them as single	words when I listen and read	them as single items and in	I listen and read them as single items and in short and compound sentences
	Written (R))	items and in short	them as single items and in	short and compound	which describe people, places, things
		sentences which	short sentences which	sentences which describe	and actions. I can use the words I
		describe people,	describe people, places,	people, places, things and	know in a sentence to work out likely
		places, things and	things and actions.	actions. I am beginning to use	meanings of single unknown words. I
		actions.	I look words up in an	the words I know in a	also use a dictionary.
		detions.	alphabetical word list	sentence to work out likely	also use a dictionary.
			alphabetical word list	meanings of single unknown	
				words. I also use a dictionary	
	Production	I can use around 100	I understand around 200	Lunderstand around 300	I understand around 400 words when
	(Oral (S) /	words to engage in	words when I listen and read	words when I listen and read	I listen and read them as single items
	Written (W))	short exchanges; ask	them as single items and in	them as single items and in	and in short and compound sentences
	***************************************	and answer questions;	short sentences which	short and compound	which describe people, places, things
		express opinions and	describe people, places,	sentences which describe	and actions. I can use the words I
		respond to those of	things and actions.	people, places, things and	know in a sentence to work out likely
		others; seek	tilligs and actions.	actions. I am beginning to use	,

		clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I look words up in an alphabetical word list.	the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.	meanings of single unknown words. I also use a dictionary.
Grammar	Understanding (Aural (L) / Written (R))	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)		I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular - ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (nepas)	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WHwords), negation (nepas)
	Production (Oral (S) / Written (W))	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/euse), regular plural noun marking (-s),	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular - ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) +	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular - ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive, singular and plural adjectives (-(e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand,

intonation questions	s, quoi, où, combien, comment,	infinitive, singular and plural	qui), Est-ce que questions (with WH-
including question	quand)	adjectives (-(e)s, -eux/-euses),	words), negation (nepas)
words quoi, où,		intonation questions	
combien, comment,		(including with quoi, où,	
quand)		combien, comment, quand,	
		qui), Est-ce que questions	
		(with WH-words), negation	
		(nepas)	