



LOWER KEY STAGE 2: FRENCH PROGRESSION

SPEAKING & LISTENING PROGRESSION								
BEGINNING OF YEAR 3			→			END OF YEAR 4		
Listening to, understanding & saying single words	Naming objects & doing actions	Listening to, understanding & saying short phrases	Responding to a familiar question with a rehearsed answer	Listening & demonstrating understanding of words in a simple song or rhyme . Noting the rhyming words .	Following the text of a book & working out the meanings	Listening to, understanding & saying more complex sentences	Using connectives	Using a scaffold (sentence builder) to build more complex sentences
STORIES, SONGS & RHYMES PROGRESSION								
BEGINNING OF YEAR 3			→			END OF YEAR 4		
Joining in with the actions to some songs, stories or rhymes.		Joining in by repeating some of the words .		Joining in with some or all of the words from memory .		Understanding the gist of an unfamiliar text that includes some familiar language .		
READING & WRITING PROGRESSION								
BEGINNING OF YEAR 3			→			END OF YEAR 4		
Writing, reading & saying single familiar words with understandable accurately,	Writing, reading & saying short sentences with understandable accurately,	Identifying strategies for memorising new vocabulary.	Using a bi-lingual dictionary to find meanings & gender of nouns.	Understanding about silent letters and liaison .	Using reading, writing and speaking to describe people, places,	Using a bi-lingual dictionary to find meanings, gender, plurals & verbs.	Using a language scaffold to support learning & language development	Writing, reading & saying more complex sentences with understandable



WYCHWOOD MFL PROGRESSION OF KNOWLEDGE

using phonics knowledge where appropriate.	using phonics knowledge where appropriate.				things & actions.			accurately, using phonics knowledge where appropriate.
GRAMMAR PROGRESSION								
BEGINNING OF YEAR 3						END OF YEAR 4		
Naming a noun, adjective, verb pronoun & conjunction in French	Using the je and tu forms of some verbs	Understanding that letters can sound different in French (phonics)	Using a correct article according to the gender of the noun.	Understanding how to create more complex sentences using conjunctions	Understanding how to form a negative sentence.	Using the correct articles according to the gender & number of the noun.	Being aware that adjectives can change their spelling according to gender.	Understanding the word order of adjectives.

UPPER KEY STAGE 2: GERMAN PROGRESSION

SPEAKING & LISTENING PROGRESSION								
BEGINNING OF YEAR 5						END OF YEAR 6		
Listening to, understanding & saying single words	Naming objects & doing actions	Listening to, understanding & saying short phrases	Responding to a familiar question with a rehearsed answer	Listening to, understanding & saying more complex sentences	Using a scaffold (sentence builder) to build more complex sentences	Engaging in a short conversation , being able to manipulate the language	Understanding the rules of German word order , including after	Listening & showing understanding of more complex sentences containing

WYCHWOOD MFL PROGRESSION OF KNOWLEDGE

						to create original ideas.	conjunctions .	familiar & unfamiliar words.
READING & WRITING PROGRESSION								
BEGINNING OF YEAR 5							END OF YEAR 6	
Writing, reading & saying single familiar words with understandable accurately, using phonics knowledge where appropriate.	Writing, reading & saying short sentences with understandable accurately, using phonics knowledge where appropriate.	Demonstrating sound knowledge of German phonics , using a reference resource for support as needed.	Using a language scaffold to support learning & language development.	Using a bi-lingual dictionary to find meanings, gender, plurals & verbs.	Writing, reading & saying more complex sentences with understandable accurately, using phonics knowledge where appropriate.	Decoding a simple unfamiliar text using grammatical knowledge, context or a bilingual dictionary.	Being able to use grammatical knowledge, context or a bilingual dictionary to manipulate familiar language to create original sentences.	
GRAMMAR PROGRESSION								
BEGINNING OF YEAR 5							END OF YEAR 6	
Using the ich, du and er/sie/es forms of some verbs	Understanding that letters can sound different in German (phonics)	Understanding that nouns begin with capital letters in German.	Understanding how to create more complex sentences using conjunctions, including verb kickers.	Understanding how to form a negative sentence.	Using a correct article according to the gender and number of the noun.	Being aware that adjectives can change their spelling according to gender.	Being able to use quantifiers and time references to improve the detail of sentences.	Being able to both ask and respond to a range of questions , developing answers where possible.