



Milby Primary School



Modern Foreign Languages Progression of Skills

Year 3 – Year 6

Academic Year of 2025 – 2026



The five strands of primary foreign languages:

The National Curriculum on: Reading	The National Curriculum on: Writing	The National Curriculum on: Speaking	The National Curriculum on: Listening	The National Curriculum on: Intercultural Understanding
Pupils should be taught to: Read carefully and show understanding of words, phrases and simple writing.	Pupils should be taught to: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; Describe people, places, things and actions orally and in writing.	Pupils should be taught to: Engage in conversations; Ask and answer questions; Express opinions and respond to those of others; Seek clarification and help; Speak in sentences, using familiar vocabulary, phrases and basic language structures; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Present ideas and information orally to a range of audiences; Describe people, places, things and actions orally and in writing.	Pupils should be taught to: Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Pupils should be taught to: Appreciate stories, songs, poems and rhymes in the language.
Pupils should also be taught to: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.				



Reading

	Year 3	Year 4	Year 5	Year 6
Children should be able to:	- Recognise and understand some individual familiar written words and short phrases and match them to meanings (possibly pictorially) - Give a spoken and/or basic written response to a simple written question using familiar vocabulary	- Recognise and understand individual familiar written words, phrases and short sentences and match them to meanings (possibly pictorially) - Give a spoken and/or basic written response to a simple written question using familiar phrases and vocabulary - Follow and understand a familiar written text, reading and listening concurrently	- Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics) on familiar topics - Give a spoken and written response to a written question using familiar phrases and vocabulary - Understand the main points from a short written text, decoding the meaning of unknown words using cognates and context	- Use their knowledge of cognates and 'false friends' to support their understanding of unfamiliar words and phrases - Give a spoken and written response to a written question using familiar and ambitious phrases and vocabulary - Understand the main points and some of the detail from a short written text which contains some unfamiliar language, decoding unknown language using strategies including bilingual dictionaries - Read aloud with expression and accurate pronunciation, showing awareness of accents and silent letters
For example:	bleu = blue rouge = red Ça va? = How are you?	J'ai neuf ans = I am 9 years old	En été je porte un short mais en hiver je porte une écharpe = In summer I wear shorts but in winter I wear a scarf	Je suis un soldat tchécoslovaque de la Seconde Guerre mondiale. Moi, ça va mal parce que je suis en ville. C'est dangereux. = I am a Czechoslovakian soldier from World War Two. I am not great because I am in the city. It is dangerous.



Writing

	Year 3	Year 4	Year 5	Year 6
Children should be able to:	- Write some familiar words from memory - With adult support, write short and simple sentences by adding letters, words and phrases (using vocabulary banks where needed)	- Write some familiar words, phrases and simple sentences from memory - Write short and simple sentences by adding words and phrases (using vocabulary banks where needed) - Begin to use conjunctions and the negative form where appropriate	- Write several familiar sentences from memory - Adapt familiar written sentences by changing phrases and words (using vocabulary banks where needed) - Utilise basic adjectives and conjunctions within writing, and use verbs in the correct form (e.g. 1st person or 3rd person) - Begin to build the skills to check spellings with a bilingual dictionary	- Construct short passages from memory, including the use of longer or more complex sentences - Use familiar words and sentence structures to write new sentences - Adapt written sentences by changing phrases and words (using dictionaries where needed to boost ambitious vocabulary) - Use verbs in the correct form (e.g. 1st and 3rd person and plurals) - Identify and correctly use adjectives (e.g. colour or size) and conjunctions, placing them correctly in a sentence and understanding the concept of adjectival agreement (where relevant)
For example:	huit, trompet, vache Je suis un oiseau	Dans ma trousse j'ai un stylo	J'habite dans une maison Chez moi il y a un sous-sol et une chambre	Pour ma santé je mange des légumes et de la viande rouge. Aussi je fais des promenades.



Speaking

	Year 3	Year 4	Year 5	Year 6
Children should be able to:	• Attempt pronunciation of new vocabulary with adult support • Repeat words and simple sentences from modelling and memory • Ask and understand simple questions and respond to them • Recognise negatives • Prepare and recite a few short and simple, familiar sentences to a partner or audience • Use accurate pronunciation of familiar vocabulary so that others can understand, and begin linking pronunciation and spelling	• Repeat several sentences from modelling and memory • Ask for and express opinions using simple sentences with improved confidence • Prepare and recite several simple, familiar sentences to a partner or audience • Use accurate pronunciation of familiar vocabulary so that others can understand • Apply phonic knowledge to support speaking	• Repeat and adapt several sentences from modelling and memory • Join in with short continuous conversation, communicating on a wider range of topics and themes • Prepare and recite short extracts of speech using familiar vocabulary to a partner or audience with increased confidence and spontaneity • Use accurate pronunciation of a range of familiar vocabulary so that others can understand	• Use spoken language to initiate and sustain simple conversations on familiar topics • Join in with longer continuous conversation using opinions and justifications where appropriate, using conjunctions to link ideas, adding fluency • Learn to recall previously learnt language and incorporate it with new language with increased speed and continuity • Prepare and recite short speech extracts using familiar and ambitious vocabulary • Use accurate pronunciation of both familiar and some unfamiliar vocabulary so that others can understand
For example:	Comment t'appelles-tu? Je m'appelle Pierre.	Vous désirez? Je voudrais un thé s'il vous plaît.	As-tu un animal? J'ai un hamster mais je n'ai pas de lapin.	Quelle heure est-il? Il est deux heures. Je regarde la télé à trois heures, plus tard je joue à l'ordinateur.



Listening

	Year 3	Year 4	Year 5	Year 6
Children should be able to:	• Recognise and understand simple words and phrases, including instructions • Write short, simple responses to spoken language • Listen to and enjoy identifying sounds in songs, stories, poems and rhymes • Develop understanding of the sounds of individual letters and groups of letters (phonics)	• Listen for and identify familiar words and phrases from spoken sentences • Write responses to spoken language using short phrases and simple sentences • Identify sounds in songs, stories, poems and rhymes • Follow a text accurately whilst listening to it being read	• Listen attentively to understand the main points, including simple opinions, from a short passage that contains some unfamiliar language • Undertake longer listening exercises and be able to identify key phrases so as to write responses using familiar vocabulary • Identify sounds in songs, stories, poems and rhymes and use this to help with the spelling of vocabulary	• Understand the main points and some details from spoken passages that contains some unfamiliar language and more complex phrases, spoken with authentic pronunciation speed • Write responses to spoken language using familiar and ambitious vocabulary • Identify sounds in songs, stories, poems and rhymes and use this to help with the spelling of key vocabulary
For example:	Je peux patiner = I can ice skate	Aujourd'hui, c'est mercredi = Today is Wednesday	Les algues poussent dans l'océan et le chameau habite dans le désert dans le Sahara. = Seaweed grows in the ocean and the camel lives in the desert in the Sahara.	J'adore la musique et l'histoire. J'aime le sport car c'est amusant cependant je déteste le dessin parce que c'est difficile. Quelle est ta matière préférée? = I love music and history. I like PE because it is fun, however I hate art because it is difficult. What is your favourite subject?



Intercultural Understanding

	Year 3	Year 4	Year 5	Year 6
Children should be able to:	- Respond appropriately to songs and rhymes - Read a simple rhyme or poem in chorus - Identify Francophone countries and where they are found on a map - Be aware of some of the major cultural differences between life in the UK and life in a Francophone country - Participate actively in the annual European Day of Languages and other activities relating to internationalism during the year	- Recognise familiar words and phrases in a spoken story or poem - Recite a simple rhyme or song from memory - Read a simple rhyme, song or story aloud - Show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems - Explain how life in a Francophone country is different to living in the UK	- Understand the main points from a spoken story or poem which contains some unfamiliar language - Sing familiar songs clearly and confidently with mostly accurate pronunciation - Read aloud a short story containing familiar language clearly - Make summarisations of the cultural similarities and differences between the UK and Francophone countries	- Understand the main points and some of the detail from a spoken story or poem which contains some unfamiliar language - Sing familiar songs clearly and confidently with accurate pronunciation - Read aloud a short story containing familiar language clearly and with expression - Listen to more authentic foreign language material - Appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm or rhyme scheme - Make justifications with evidence as to whether they would prefer living in the UK or a Francophone country, providing links to cultural variations between countries - Begin to understand the benefits of learning languages