


WYCHWOOD MFL PROGRESSION OF KNOWLEDGE


LOWER KEY STAGE 2: FRENCH PROGRESSION

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



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

## UPPER KEY STAGE 2: GERMAN PROGRESSION

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

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