

Goonhavern Primary School Primary MFL

Suggested Progressive Learning Outcomes Key Stage 2 Languages Programme of Study – Attainment Targets

The attainment of the outcome for each stage assumes that of the prior stage. Achievement of all 4 learning outcomes indicates attainment of that Key Stage 2 target. Each stage could relate to year groups 3-6.

- Listen attentively to spoken language and show understanding by joining in and responding

Stage 4	Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.
Stage 3	Listen and show understanding of more complex familiar phrases and sentences.
Stage 2	Listen and show understanding of short phrases through physical response.
Stage 1	Repeat words modelled by a teacher; listen and show understanding of single words through physical response.

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Stage 4	Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.
Stage 3	Follow the text of familiar rhymes and songs identifying the meaning of words.
Stage 2	Listen and identify words in songs and rhymes and demonstrate understanding.
Stage 1	Listen and identify rhyming words and particular sounds in songs and rhymes.

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Stage 4	Engage in a short conversation using familiar questions and express opinions.
Stage 3	Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help.
Stage 2	Ask and answer several simple and familiar questions with a rehearsed response.

Stage 1	Recognise a familiar question and respond with a simple rehearsed response.
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- [Speak in sentences, using familiar vocabulary, phrases and basic language structures](#)

Stage 4	Manipulate language to create and say own sentence using familiar language.
Stage 3	Use familiar vocabulary to say more complex sentences using a language scaffold.
Stage 2	Use familiar vocabulary to say simple sentences using a language scaffold.
Stage 1	Name objects and actions and link words with a simple connective.

- [Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases](#)

Stage 4	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules (applicable in French)
Stage 3	Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French)
Stage 2	Read and recognise some letter strings in familiar words and pronounce when modelled; observing silent letter rules (applicable in French)
Stage 1	Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings

- [Present ideas and information orally to a range of audiences](#)

Stage 4	Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.
Stage 3	Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.
Stage 2	Make simple rehearsed statements about themselves, objects and people.
Stage 1	Name nouns and present a rehearsed simple statement.

- Read carefully and show understanding of words, phrases and simple writing

Stage 4	Read and show understanding of a series of complex sentences using familiar language.
Stage 3	Read and show understanding of a complex sentence using familiar language.
Stage 2	Read and show understanding of simple familiar phrases and short sentences.
Stage 1	Read and show understanding of familiar single words.

- Appreciate stories, songs, poems and rhymes in the language

Stage 4	Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.
Stage 3	Follow the simple text of a familiar song or story and sing or read aloud.
Stage 2	Say a simple rhyme from memory; join in with words of a song or storytelling.
Stage 1	Join in with actions to accompany familiar songs, stories and rhymes.

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary

Stage 4	Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context
Stage 3	Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.
Stage 2	Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.
Stage 1	Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Stage 4	Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.
Stage 3	Write familiar complex sentences from memory with understandable accuracy.

Stage 2	Write simple familiar short phrases from memory with understandable accuracy.
Stage 1	Write single familiar words from memory with understandable accuracy.

- Describe people, places, things and actions orally and in writing

Stage 4	Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.
Stage 3	Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.
Stage 2	Write and say a simple phrase to describe people, places, things and actions using a language scaffold.
Stage 1	Write and say simple familiar words to describe people, places, things and actions using a model.

- Understand basic grammar (French), key features and patterns of the language and how to apply these to build sentences and how they differ from or are similar to English.

Stage 4	Demonstrate the use, in sentences, of the knowledge of grammar below: word classes; gender of nouns, indefinite article, plural of nouns; 1 st , 2 nd and 3 rd person pronouns with regular and high frequency verbs in present tense; the position and agreement of adjectives; negatives; the definite article; elision and the construction of simple and complex sentences. State the differences and similarities with English.
Stage 3	Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3 rd person singular (plural) of regular and high frequency verbs; name the words for the definite article and use correctly; construct more complex sentences, some with relative clauses; explain and use elision. State the differences and similarities with English.
Stage 2	Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1 st and 2 nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1 st and 2 nd person pronouns; state the position of most adjectives and demonstrate use; make a positive sentence negative; construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English.
Stage 1	Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English.