



## The Warren Wood Progression of Skills Model



<b>MFL Skills</b> Expected by the End of Year 6	
<b>Listening</b>	<b>Speaking</b>
<ul style="list-style-type: none"> <li>• Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> <li>• Understand spoken phrases relating to:               <ul style="list-style-type: none"> <li>• All previous core vocabulary</li> <li>• Common verbs in the first person (have/be/go/do)</li> <li>• Common interrogatives where and when</li> <li>• Nationalities, countries and languages</li> <li>• School subjects</li> <li>• Healthy lifestyle and pastimes</li> </ul> </li> <li>• Listen to and appreciate stories, poems and rhymes. <b>Identify patterns of language.</b></li> <li>• <b>Follow and understand a short conversation</b> in relation to the vocabulary taught.</li> <li>• <b>Understand the main points</b> in a spoken passage/song.</li> <li>• Be able to recognise sounds that are not used in English.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>- Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> <li>- Learn vocabulary/phrases and develop <b>accuracy in pronunciation:</b> <ul style="list-style-type: none"> <li>• All previous core vocabulary</li> <li>• Common verbs in the first person (have/be/go/do)</li> <li>• Common interrogatives where and when</li> <li>• Nationalities, countries and languages</li> <li>• School subjects</li> <li>• Healthy lifestyle and pastimes</li> </ul> </li> <li>- <b>Engage in short scripted conversations</b></li> <li>- <b>Express opinions</b> in conversations confidently</li> <li>- Speak in longer sentences, learning to use particular sentence structures and <b>develop own sentences.</b> (using conjunctions)</li> <li>- <b>Initiate a simple conversation</b> on a given topic <b>using questions.</b></li> <li>- Confidently use appropriate vocabulary and phrases in a conversation.</li> </ul>
<b>Writing</b>	<b>Reading</b>
<ul style="list-style-type: none"> <li>- Write a piece of text using language from a variety of units covered and learn to adapt models provided to write novel sentences and phrases.</li> <li>- Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</li> <li>- Use a bilingual dictionary to help with writing unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</li> <li>- Decode unknown language using bilingual dictionaries and knowledge of cognates.</li> <li>- Begin to <b>read aloud independently</b> and with greater fluency and accuracy in pronunciation.</li> <li>- <b>Understand the main points and some of the detail</b> from a longer written text. (more than a single paragraph)</li> </ul>



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### Basic Grammar

- Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at my school and also which subjects I do not like and why).
- Become familiar with a wider range of conjunctions.
- Become more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'