



## THE ARUN VILLAGES FEDERATION

*Enabling every child to thrive and succeed*

### Threshold Concepts Milestones in MFL

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Join in with actions to familiar songs, stories and rhymes</p> <p>Listen and identify specific words in songs and rhymes and demonstrate understanding;</p> <p>Repeat words modelled by teacher</p> <p>Listen and show understanding of single words through physical response;</p> <p>Understand &amp; respond to a few familiar spoken words</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p>	<p>Join in with words of songs, stories &amp; rhymes</p> <p>Listen and identify specific phrases in songs and rhymes</p> <p>Repeat modelled short phrases;</p> <p>Listen and show understanding of short phrases through physical response</p> <p>Ask and answer a simple and familiar question with a response;</p> <p>Express simple opinions such as likes, dislikes and preferences;</p>	<p>Listen and identify rhyming words and sounds in songs and rhymes</p> <p>Listen &amp; follow the text of a familiar song or story and sing or read aloud;</p> <p>Listen &amp; show understanding of simple sentences containing familiar words through physical response;</p>	<p>Listen &amp; understand songs, stories and rhymes, identifying familiar words and phrases</p> <p>Identify patterns of language and link sound to spelling.</p> <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen and understand the main points from short, spoken material in French;</p>

	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<p>Repeat familiar words &amp; phrases</p> <p>Use accurate pronunciation</p> <p>Identify individual sounds in words and pronounce accurately when modelled</p> <p>Use simple adjectives to describe people, places &amp; objects.</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Present a simple rehearsed statement to a partner</p>	<p>Use common phrases</p> <p>Develop accurate intonation of phrases</p> <p>Ask and answer a range of questions with a rehearsed response</p> <p>Say one or two short sentences to <b>describe</b> people, places, objects</p> <p>Link objects &amp; actions with a simple conjunction (e.g. and)</p> <p>Recognise accents, elisions and silent letters</p> <p>Present ideas and information in simple rehearsed sentences to a partner.</p>	<p>Say several simple sentences using adjectives to describe people, places, objects</p> <p>Pronounce accurately using knowledge of letter strings &amp; observing silent letters</p> <p>Apply accents and elisions with independence</p> <p>Adapt intonation, for questions/exclamations.</p> <p>Express simple opinions such as likes/ dislikes</p> <p>Ask and answer more complex questions using a scaffold of responses</p>	<p>Speak in longer sentences using a wider range of conjunctions</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Use knowledge of letter strings, elision &amp; silent letters to predict the pronunciation of unfamiliar words</p> <p>Use pronunciation and intonation to express meaning and engage an audience.</p> <p>Vary language and produce extended responses.</p> <p>Talk about recent experiences and future plans;</p> <p>Express a wider range of opinions &amp; simple justification</p> <p>Present a range of ideas and information, using prompts to a group</p> <p>Engage in short scripted conversations</p>

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Writing</b>	<p>Copy simple familiar words to describe people, places, things and actions using a model;</p> <p>Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</p> <p>Write single words from memory with understandable accuracy</p>	<p>Replace familiar vocabulary in short phrases to create new short phrases.</p> <p>Use plausible spelling</p> <p>Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Write a short phrase from memory with understandable accuracy</p>	<p>Replace familiar vocabulary in short sentences to create new short sentences.</p> <p>Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</p> <p>Write a short sentence from memory with understandable accuracy</p>	<p>Write an extended sentences</p> <p>Use a wider range of descriptive language in their descriptions of people, places, things and actions.</p> <p>Begin to use dictionaries to find to translate own ideas</p> <p>Write several sentences from memory with familiar language with understandable accuracy;</p>
<b>Reading</b>	<p>Read &amp; understand single words</p> <p>Use strategies to memorise vocabulary;</p> <p>Make links with English or known language to work out the meaning of new words</p> <p>Use a word list to find the meaning of unknown words</p> <p>Identify individual sounds in words and pronounce accurately when modelled</p> <p>Adapt intonation to read a question</p>	<p>Read &amp; understand simple phrases</p> <p>Use context to predict the meaning of new words</p> <p>Begin to use a bilingual dictionary to find the meaning of individual words in French and English.</p> <p>Recognise some letter strings in familiar words &amp; silent letters pronounce correctly when modelled</p> <p>Recognise accents &amp; elisions; pronounce correctly when modelled</p>	<p>Read and show understanding of simple sentences, using both familiar &amp; unfamiliar words</p> <p>Use a bi-lingual dictionary to find the meaning of unknown words in</p> <p>Pronounce familiar words using knowledge of letter strings &amp; observing silent letters accurately and with independence</p> <p>Apply accents &amp; elisions accurately and with independence</p>	<p>Read and understand the main points and some detail from short, written material.</p> <p>Answer questions on a short text</p> <p>Use a range of strategies to determine the meaning of new words (e.g., links with known words, word-origins, word-families &amp; context);</p> <p>Use a dictionary to find out word-class</p> <p>Predict pronunciation of new words in a sentence using knowledge of letter strings, accent, elision &amp; silent letters</p> <p>Adapt intonation when reading questions &amp; exclamations</p>

	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	<p>Recognise and use nouns, adjectives, verbs</p> <p>Identify gender of nouns using finite/indefinite articles as clues</p> <p>Understand basic word order</p> <p>Use 1<sup>st</sup> person possessive (my)</p> <p>Use <b>pronouns</b> for 1<sup>st</sup>/2<sup>nd</sup> pers. singular ( I &amp; you)</p> <p>Use HF <b>verbs</b> in the <b>present</b> tense (1<sup>st</sup>/2<sup>nd</sup> pers.)</p>	<p>Make plural form of nouns</p> <p>Identify word class inc. pronouns &amp; definite/indefinite articles</p> <p>Recognise adjectives change form to agree with the noun</p> <p>Use simple prepositions in their sentences</p> <p>Recognise negative form</p> <p>Recognise questions</p> <p>Use pronoun for 3<sup>rd</sup> pers. singular (he/she/it)</p> <p>Use HF <b>verbs</b> in the present tense (<b>3<sup>rd</sup> pers. singular</b>)</p>	<p>Identify word classes</p> <p>Use determiners correctly (sing/pl/m/f/n)</p> <p>Make changes to adjectives to 'agree' with the noun</p> <p>Form simple sentences.</p> <p>Use correct syntax</p> <p>Form negative sentences</p> <p>Form questions</p> <p>Use elision</p> <p>Use the 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> pers. plural in present tense verbs</p> <p>Can use all persons of several HF verbs in the present tense (with support).</p>	<p>Use some adverbs in sentences</p> <p>Recognise and use a <b>range</b> of prepositions;</p> <p>Use a range of conjunctions to create compound sentences</p> <p>Recognise and use 1<sup>st</sup>/3<sup>rd</sup> pers. singular possessive (my/his);</p> <p><b>Conjugate</b> a range of HF verbs in the present tense</p> <p>Recognise &amp; use verbs in the <b>perfect</b> tense (went)</p> <p>Recognise &amp; use the simple <b>future</b> tense of a HF verb</p> <p>Use the correct tense of verbs (present/perfect/future) according to context.</p>

**Stretch and challenge for more able pupils:** Children may be given a broad task which they can take as far as they can; they may have more challenging success criteria or rules (e.g. you may not use the same word twice); they may teach another group or pupils. They may be given the same task which is pitched high, with additional scaffolding for other pupils.

**Working with native speakers:** Children will be given more reading and writing tasks rather than speaking and listening; they may act as “assistants” working with other children. They may be challenged to plan tasks and games for their peers to try.