



Milestones for MFL 2025 - 2026

	<u>Speaking & Listening</u>	<u>Stories/Songs</u>	<u>Reading & Writing</u>	<u>Grammar</u>
<u>Year 3</u>	- Repeat words/simple phrases modelled by a teacher; listen to and show understanding of single words/simple phrases through physical response. - Listen and identify rhyming words and particular sounds in songs and rhymes. - Answer and begin to ask some familiar questions using simple, rehearsed language and including options. - Name objects and actions and link words with simple connectives. - Name nouns and present a rehearsed simple statement.	Join in with actions and words to accompany familiar songs, stories and rhymes.	- Read and recognise familiar words using knowledge of phonemes and pronounce when modelled; observing silent letter rules. - Read and show understanding of familiar single words and simple phrases. - Write and say familiar words and simple phrases to describe people, places, things and actions using a model. - Write single familiar words from memory with understandable accuracy.	Be aware of the form of word classes – nouns, adjectives (including feminine and masculine singular), adverbs, verbs (including imperative) and connectives definite and indefinite articles (singular and plural) and be aware of similarities in English.
<u>Year 4</u>	- Listen and show understanding of longer sentences through physical response. - Listen and identify words in songs and rhymes and demonstrate understanding. - Ask and answer several simple and familiar questions with a rehearsed response including options and simple justifications. - Use familiar vocabulary to say simple sentences using a language scaffold. - Make simple rehearsed statements about themselves, objects and people.	Say a simple rhyme from memory; join in with words of a song or storytelling.	- Read and pronounce familiar words accurately using knowledge of phonemes, observing silent letter rules. - Read and show understanding of familiar longer sentences. - Write and say a sentence to describe people, places, things and actions using a model. - Write simple familiar short phrases/sentences from memory with understandable accuracy.	- 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 1st and 2nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns; state the position of most adjectives and demonstrate use; construct a simple sentence with noun, verb and adjective; use sentences in the negative form. - State the difference and similarities in English. Use connectives and prepositions.
<u>Year 5</u>	- Listen & show understanding of more complex familiar sentences. - Follow the text of familiar rhymes and songs identifying the meaning of words. - Ask and answer more complex familiar questions with a scaffold of responses.	Follow the simple text of a familiar song or story and sing or read aloud.	- Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of phonemes, liaison and silent letter rules. - Read and show understanding of a complex sentence using familiar language.	Explain the agreement of adjectives and nouns demonstrate use. Be aware of the position of some adjectives in front of the noun; use the correct form of 3rd person singular (plural) of regular and high frequency verbs, name the words for the definite article and use



	• Use familiar vocabulary to say more complex sentences using a language scaffold. • Use a language scaffold to present information and describe simple sentences using familiar and rehearsed language.		• Write and say longer sentences to describe people, places, things and actions; maybe using a dictionary. • Write familiar longer sentences from memory using understandable accuracy.	correctly; explain the agreement of possessive pronouns with the linked noun and demonstrate use; apply correct rules of use when combining prepositions + articles. Construct more complex sentences; make a positive sentence negative, explain and use elision. • State the differences and similarities with English.
<u>Year 6</u>	• Listen & show understanding of more complex sentences containing familiar words and gist with unfamiliar words. • Read the text of familiar rhymes and songs and identify patterns of language and link sounds to spellings. • Engage in short conversation, using familiar questions and express opinions. Ask for clarification and help. • Manipulate language to create and say a sentence of their own choice using familiar language. • Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.	• 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.	• Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series of sentences. • Read and show understanding of a series of complex sentences using familiar language. • Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary. • Write familiar long/complex sentences from memory, changing words to create new sentences with understandable accuracy.	• Demonstrate the knowledge and use of grammar in sentences: word classes, gender of nouns, definite article (and elision) and indefinite article (and its omission for jobs), plural of nouns; 1st 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; use reflexive verbs and the imperfect form; the position and agreement of adjectives; negatives; the construction of simple and complex sentences. • State the differences and similarities with English.