



Year 6 - UKS2 Progressions of Skills - MFL

Due to a change in planning from Kapow's condensed curriculum, this year year 6 will be learning similar/same units as year 5. A new progression grid will be made next year

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge	What can the census tell us about the local area?	Would you like to live in the desert? (Y5) (next year: Why does population change?)	Were the Vikings raiders, traders, or something else? (next year: What was the impact of WW2 on the people of Britain?)	Where does our energy come from?	What was the Sikh empire?	Independent field work enquiry
Music Unit	French Monster Pets		Verbs in a week	Meet my French family	Planning a French Holiday	
Knowledge						



<p>Phonics</p>	<ul style="list-style-type: none"> • To apply changes in sound caused by accents when speaking, especially the acute accent (´), grave accent, (`) and cedilla (¸). • To know that a change in voice intonation can indicate when a question is being asked. • 				
<p>Grammar</p>	<ul style="list-style-type: none"> • To know that adjectives must agree with the gender and number of the noun being described. • To know that compound 	<ul style="list-style-type: none"> • Recognising and applying verb 	<ul style="list-style-type: none"> • Applying placement and agreement rules for 	<ul style="list-style-type: none"> • 	



	<p>sentences join two simple sentences together using connectives such as et and mais.</p> <ul style="list-style-type: none"> • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. • To understand that words in French and English will not always have a direct equivalent in the other language. • 	<p>endings for present regular ‘er’ verbs</p> <ul style="list-style-type: none"> • Exploring verbs in infinitive form • Learning and using some high frequency irregular verbs e.g. to have, to be, to go 	<p>adjectives</p>		
Skills					
Language comprehension	<ul style="list-style-type: none"> • Beginning to predict spelling patterns. • Reading and responding to a range of authentic texts. 	<ul style="list-style-type: none"> • Listening and gisting informatio 	<ul style="list-style-type: none"> • Listening and following 	<ul style="list-style-type: none"> • Recognisin g present and near 	



	<ul style="list-style-type: none"> • Identifying key information in simple writing. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. • • 	<p>n from an extended text using language detective skills such as cognates</p> <ul style="list-style-type: none"> • Listening and following the sequence of a story, song or text including some unfamiliar language • Matching 	<p>the sequence of a story, song or text including some unfamiliar language</p> <ul style="list-style-type: none"> • Matching unknown written words to new spoken words • Recognising blends of sounds and selecting words to 	<p>future tense sentences (using aller + infinitive)</p> <ul style="list-style-type: none"> • Recalling and performing an extended song or rhyme • Listening to stories, songs or texts in French • Choosing words, phrases and 	
--	--	--	---	--	--



		<p>unknown written words to new spoken words</p> <ul style="list-style-type: none">• Recognising blends of sounds and selecting words to recognise common spelling patterns• Confidently using a bilingual dictionary to find the meaning of	<p>recognise common spelling patterns</p> <ul style="list-style-type: none">• Using a range of language detective strategies to decode new vocabulary including context and text type• Reading and adapting a range of different	<p>sentences and writing as a text or captions</p> <ul style="list-style-type: none">• Recognising and using verbs in different tenses• Accurately applying placement and agreement rules for adjectives	
--	--	---	---	---	--



		<p>unknown words and check the spelling of unfamiliar words</p> <ul style="list-style-type: none">• Using contextual clues and cues to gist and make predictions about meanings• Using existing knowledge of vocabulary and phrases to	<p>format short texts</p> <ul style="list-style-type: none">• Using contextual clues and cues to gist and make predictions about meanings• Gisting information from an extended text• Using existing knowledge of vocabulary and		
--	--	---	--	--	--



		<p>create new sentences</p> <ul style="list-style-type: none"> • Completing a gapped text with key words/phrases 	<p>phrases to create new sentences</p>		
Language production	<ul style="list-style-type: none"> • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud 	<ul style="list-style-type: none"> • Making realistic attempts at pronunciation of new, unknown vocabulary • Listening and repeating key phonemes 	<ul style="list-style-type: none"> • Presenting factual information in extended sentences including justification • Rehearsing and recycling extended 	<ul style="list-style-type: none"> • Planning, asking and answering extended questions • Engaging in conversation and transactional language • Comparing 	



	<p>with increasing confidence and fluency.</p> <ul style="list-style-type: none"> • Adapting model sentences to express different ideas. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Using adjectives with correct placement and agreement. 	<p>with care applying pronunciation rules</p> <ul style="list-style-type: none"> • Adapting a story and retelling to the class • Writing a short text using word and phrase cards to model or scaffold 	<p>sentences orally</p> <ul style="list-style-type: none"> • Planning and presenting a short descriptive text • Making realistic attempts at pronunciation of new, unknown vocabulary • Completing a gapped text with key words/phr 	<p>and applying pronunciation rules or patterns from known vocabulary</p> <ul style="list-style-type: none"> • Giving a presentation drawing upon learning from a number of previous topics • Making increasingly accurate attempts 	
--	---	--	--	---	--



			<p>ases</p> <ul style="list-style-type: none">• Writing a short text using word and phrase cards to model or scaffold• Using different adjectives, with correct positioning and agreement	<p>to read unfamiliar words and phrases</p> <ul style="list-style-type: none">• Reading and using language detective skills to assess meaning including sentence structure• Reading and responding to. an extract from a story, an	
--	--	--	--	---	--



				<p>e-mail message or song</p> <ul style="list-style-type: none">• Reading short authentic texts for enjoyment or information• Constructing a short text on a familiar topic• Recognising and beginning to form some verbs	
--	--	--	--	---	--



				in near future tense using aller	
--	--	--	--	---	--