



Barleyhurst Park Primary School

Progression of skills: Mfl (Italian)

Listening and Speaking	Year 3	Year 4	Year 5
NC: Children listen attentively to spoken language and show understanding by joining in and responding.	Repeat modelled words Listen and show understanding of single words through physical response Repeat modelled short phrases Listen and show understanding of short phrases through physical response	Listen and show understanding of simple sentences containing familiar words through physical response Listen and understand the main points from short, spoken material in Italian	Listen and show understanding of simple sentences containing familiar words through physical response Listen and understand the main points from short, spoken material in Italian Listen and understand some detail in from short spoken material in Italian
NC: Children engage in conversation, ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Recognise a familiar question and respond with a simple rehearsed response Ask and answer a simple and familiar question with a response Express simple opinions such likes, dislikes and preferences	Engage in short conversation with a scaffold of responses Ask and answer several familiar questions with a response Express opinions about a wider range of topics	Engage in short conversation using a range of simple, familiar questions Ask and answer more complex questions with a scaffold of responses Express a wider range of opinions and begin to provide simple justification Converse briefly without prompts
NC: Children speak in sentences, using familiar vocabulary, phrases and basic language structures.	Name objects and actions and may link words with a simple connective Use familiar vocabulary to say a short sentence using a language scaffold Speak about everyday activities and interests	Name a wider range of objects and actions and link with at least two different connectives Use familiar vocabulary to say short sentences Refer to future plans	Say a longer sentence using familiar language Use familiar vocabulary to say at least two longer sentences using a language scaffold Refer to everyday activities, recent experiences and future plans
NC: Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	Identify individual sounds in words and pronounce accurately when modelled Start to recognize the sound of some letter strings in familiar words and pronounce when modelled Adapt intonation to ask questions or give instructions	Show awareness of accents, elisions and silent letters, begin to pronounce words accordingly Recognise the sound of familiar letter strings and pronounce accordingly Use the correct intonation for familiar questions and instructions	Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules Appreciate the impact of accents and elisions on sound and apply increasingly Start to predict the pronunciation of unfamiliar words



			Adapt intonation, for example to mark a questions and exclamations
NC: Children present ideas and information orally to a range of audiences.	Name nouns and present a simple rehearsed statement to a partner Present simple rehearsed statements about themselves, objects and people to a partner Present ideas and information in simple sentences using familiar and rehearsed language to a partner	Present simple statements, using prompts, about themselves, objects and people to a partner Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group	Manipulate familiar language to present ideas and information in simple sentences Present a range of ideas and information. using prompts, to a partner or a small group
NC: Children describe people, places, things and actions orally	Say simple familiar words to describe people, places, things and actions using a model Say a simple phrase that may contain a n adjective to describe using a language scaffold Say one short sentence that may contain an adjective	Say simple familiar words to describe people, places, things and actions using a language scaffold Say a simple phrase that contains an adjective to describe using a language scaffold Say two short sentences that contain an adjective	Say several simple sentences conatining adjectives to describe people, places, things and actions using a language scaffold Manipulate familiar language to describe, making use of word lists and online dictionaries/topic glossaries Use wider range of descriptive language including adverbs
Reading and Writing	Year 3	Year 4	Year 5
NC: Children read carefully and show understanding of words, phrases and simple writing.	Read and show understanding of familiar single words Read and show understanding of simple phrases and sentences containing familiar words.	Read and show understanding of simple sentences containing familiar words Read and understand the main points from short, written material	Read and show understanding of simple sentences containing familiar and some unfamiliar language Read and understand the main points and some detail from short, written material
NC: Children broaden their vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary/glossaries	Use strategies for memorization of vocabulary Make links with English or known language to work out the meaning of new words Use context to predict the meaning of new words	Use a wider range of strategies for memorization of vocabulary Begin to use a bilingual dictionary/glossaries / online resources to find the meaning of individual words in Italian	Use a range of strategies to determine the meaning new words (links with known language, cognates, etymology, context) Use a bilingual dictionary/glossaries/online resources to find the meaning of unfamiliar words and phrases in Italian



NC: Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases	Identify individual sounds in words and pronounce accurately when modelled Start to read and recognize the sound of some letter strings in familiar words and pronounce when modelled Adapt intonation to ask questions	Identify individual sounds in words and pronounce correctly, with some prompts Read and recognize the sound of letter strings =, with some prompts Show awareness of accents, elisions and silent letters to pronounce words correctly	Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules Appreciate the impact of accents and ellisions on sound and apply increasingly Start to predict the pronunciation of unfamiliar words Adapt intonation, for example to mark a questions and exclamations in a short written passage
NC: Children describe people, places, things and actions in writing.	Copy simple familiar words to describe people, places, things and actions using a model Write a simple phrase that may contain an adjective to describe, using a language scaffold Write one simple sentence that may contain an adjective to describe	Write simple familiar words to describe people, places, things and actions Write a simple phrase with an adjective using a language scaffold Write at least two sentences containing adjectives Use a dictionary/glossaries/online resources to find new words and check the spelling	Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold Manipulate familiar language to describe, maybe using a dictionary/glossaries/online resources Use a wider range of descriptive language including adverbs
Stories, songs, poems and rhymes	Year 3	Year 4	Year 5
NC: Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Listen and identify specific words in songs and rhymes and demonstrate understanding Listen and identify specific phrases in songs and rhymes and demonstrate understanding	Listen and identify specific words in songs and rhymes and demonstrate understanding Listen and identify specific phrases in songs and rhymes and demonstrate understanding Follow the text of familiar songs and rhyme, identifying the meaning of a few words	Listen and identify rhyming words and specific sounds in songs and rhymes Follow the text of familiar songs and rhyme, identifying the meaning of words Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling
NC: Children appreciate stories, songs, poems and rhymes in the language.	Join in with actions to accompany familiar songs, stories and rhymes Join in with words of a song or storytelling	Join in with actions to accompany familiar songs, stories and rhymes Join in with words of a song or storytelling	Follow the text of a familiar song or story Follow the text of a familiar song or story and sing or read aloud



		Follow the text of a familiar song or story, with prompts	Understand the gist of an unfamiliar story or song using familiar language
Grammar	Year 3	Year 4	Year 5
<p>NC: Children understand basic grammar appropriate to the language being studied, including (where relevant): Feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English Name the gender of nouns; name the indefinite and definite articles for all genders and use correctly Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person Use a simple negative form Show awareness of the position and masculine/feminine agreement of adjectives and start to use with prompts Recognise and use the first person possessive pronouns (mio, mia)</p>	<p>Start to identify and compare word classes to English Start to identify and use the plural form of some familiar nouns Name the third person singular subject pronouns Use the present tense of some high frequency verbs in the third person singular Use simple prepositions in their sentences Recognise and use the 2nd person singular possessive adjectives (tuo, tua) Start to conjugate some common regular and high frequency verbs in in the singular present tense</p>	<p>Identify word classes Demonstrate understanding of gender and number of nouns and use appropriate determiners Explain and apply the rules of position and agreement of adjectives Name and use a range of conjunctions Use some adverbs Demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement Recognise and use the third person singular possessive adjectives (suo, sua) Recognise and use a range of prepositions Follow a pattern to conjugate a regular verb in the present tense including the plural Conjugate a range of high frequency verbs in the present tense</p>