

Key Performance Indicators

MFL

	Year 3	Year 4
Speaking	<ul style="list-style-type: none"> • Can say colours and numbers 1-10. • Can ask how you are and what your name is. • Can say "I am ..." (linked to animals) or "I play ..." (linked to musical instruments) • Can name 10 fruits and say "I like..." and "I don't like..." plus a fruit by end of unit. • Can say "I am, I have and I live..." dependant on whether they are a from stone, bronze or iron age. • name objects and actions and link words with a connective in a simple rehearsed statement. • Can say "I am able to..." / "I can..." plus activity 	<ul style="list-style-type: none"> • Can role play with name, age, nationality and where they live. • Can use familiar vocabulary to say simple sentences to give information about family, using a language scaffold. • Can say "where I live and name, the rooms in my house that I have and do not have." • Can ask and answer several simple and familiar questions with a rehearsed response. • Can say "what I have.. / don't have.. in my pencil case"
Listening	<ul style="list-style-type: none"> • Can listen to model role-plays and infer meaning. • Can match sound to animal picture / word / phrase. • Can match sound to instrument sound / picture / word / phrase. • Can match sound to picture /word / phrase. • Can understand slightly longer text. 	<ul style="list-style-type: none"> • Can identify numbers 1 – 20 in a listening exercise. • Can match sound to picture / word / phrase. • Can listen and demonstrate understanding of words in songs and rhymes. • Can join in with the words of a rhyme, song or story sometimes from memory.
Reading	<ul style="list-style-type: none"> • Can match colours to written form. • Can match written form of numbers to digits. • Can match key verb to picture / word / phrase in English. • Can match key nouns to picture / word / phrase in English. • Can read and interpret a range of simple phrases. 	<ul style="list-style-type: none"> • Can read aloud familiar short sentences. • Can begin to read aloud with increasingly accurate pronunciation. • Can read and show understanding of simple familiar phrases and short sentences. • Can read longer familiar texts. • Can reorder a story.

<p>Writing</p>	<ul style="list-style-type: none"> • Can write simple familiar words to name, animals, musical instruments and fruits. • Can write single familiar words from memory with understandable accuracy. • Can write a short phrase in French. 	<ul style="list-style-type: none"> • Can write short sentences in French. • Can write a simple phrase to describe people, using a language scaffold. • Can write simple familiar short phrases from memory with understandable accuracy. • Can extend sentences to include another piece of information • Can write an email in French. • Can create a minibook using picture, word and phrase cards.
<p>Grammar</p>	<ul style="list-style-type: none"> • Can recognise gender via the indefinite article and first person singular of the verb 'to be'. • Can use first person singular of verb 'to play' (an instrument). • Can use the modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. • Can use the first person singular only "I am ...I have...I live". 	<ul style="list-style-type: none"> • Can use the correct form of adjectival agreement based on gender. • Can move from 1st to 3rd person singular with "he/she is called ..." • Can use the singular of the verb 'to live'. • Can use the negative "I do not have ..." • Can match and use the correct gender and indefinite article.
<p>Intercultural understanding</p>	<ul style="list-style-type: none"> • Can understand and respect that there are people and places in the world around me that are different to where I live and play. • Can understand that some people speak a different language to my own. 	<ul style="list-style-type: none"> • Can identify similarities and differences in my culture to that of another. • Can understand how aspects of daily life in other countries are different to my own.