



## BRW Progression in MfL Stage 1



	KS2 Programme of Study 2014	B/D	S	S+
	<i>Listening</i>			
<b>L1</b>	<b>Listen attentively and show understanding by joining in and responding</b>	Repeats words following a teacher model, joins in with some of the actions in songs, stories and rhymes	Joins in confidently with most of the actions in songs, stories and rhymes	Produces words from memory with reasonably accurate pronunciation, joins in confidently and readily with all of the actions in songs, stories and rhymes and most of the words
<b>L2</b>	<b>Link the spelling, sound and meaning of words</b>	Recognises some familiar written words from their sound	Recognises the written form and meaning of most known vocabulary from the spoken word	Applies a phonics knowledge with confidence and reasonable accuracy when pronouncing words from text, and knows the meaning of all learnt words
	<i>Speaking</i>			
<b>S1 a</b>	<b>Ask and answer questions</b>	Can answer a few simple questions (e.g. name, how you are)	Can answer most learnt questions confidently (e.g. greetings, name, age, how you are, favourite colour/animal)	Can answer all questions learnt with confidence and can ask a few questions

<b>S1 b</b>	<b>Express opinions and respond to those of others</b>			
<b>S1 c</b>	<b>Ask for clarification and help</b>			
<b>S2</b>	<b>Speak in sentences</b>	Can produce 'I have' following teaching or pupil modelling Joins in with gestures to support sentence building punctuation	Uses 'I have' and 'it is' to form simple sentences Uses gestures confidently to reinforce simple punctuation e.g. capital letter, comma and full stop	Can use verbs in sentences to say 'I have' 'it is' 'there is' with a range of familiar nouns and adjectives May also use negative formations
<b>S3</b>	<b>Describe people, places, things and actions orally (to a range of audiences)</b>	Can identify the adjective in simple sentences with known language Joins in with partial success with the choral re-telling of stories using adjectives	Can adapt model sentences to describe things (nouns+adjectives) Joins in confidently with story re-telling	Uses familiar language confidently to describe things (nouns+adjectives) Re-tells stories accurately, often from memory
	<b>Reading</b>			
<b>R1</b>	<b>Read and show understanding of words, phrases and simple texts</b>	Reads and recognises some vocabulary that has been practised frequently	Reads and recognises most familiar vocabulary	Decodes meaning naturally and confidently (even when not always correct)
<b>R2</b>	<b>Appreciate stories, songs, poems and rhymes in the language</b>	Joins in with some choral repetition of short rhymes and parts of songs	Enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition	Joins in readily and confidently with all forms of text
<b>R3</b>	<b>Read aloud with accurate pronunciation</b>	Repeats new words modelled by the teacher and can spot patterns in pronunciation with support	Can make links to phonics and pronounce familiar words well and some unfamiliar words, when prompted by the teacher	Applies phonics knowledge with some confidence when reading new words aloud
<b>R4</b>	<b>Understand new words that are introduced into familiar written material</b>	Can, with considerable support, identify the possible meaning of a few words in songs, stories, poems etc	Responds well to teacher questioning/prompting to understand new words e.g. if this means X, what could Y mean?	Uses a range of strategies instinctively to decode meaning successfully e.g. cognates, logic, text patterns, sentence level understanding (e.g. looking at the words before and after)

<b>R5</b>	<b>Uses a dictionary</b>			
	<b>Writing</b>			
<b>W1</b>	<b>Write words and phrases from memory</b>	Writes on mini whiteboards and/or traces on arm some words with understandable spelling from short-term memory	Write some known words and short phrases from memory with understandable spelling	Writes most known words and short phrases from memory with reasonable accuracy
<b>W2</b>	<b>Adapt phrases to create new sentences</b>	Can, with support, substitute individual words to change the meaning of short sentences	Substitutes and adapts noun-adjective collocations in simple sentences	As for (D) plus...introduces simple connectives 'et' (and) and 'mais' (but) More able may begin to use 'aussi' (also)
<b>W3</b>	<b>Describe people, places, things and actions in writing</b>	Can use a gap fill writing frame e.g. to produce simple descriptive sentences e.g. it is a blue horse.	Can follow and adapt a model to create a few short phrases with nouns and adjectives, creating, for example, a mini book	As for (D) but tries to vary the sentence pattern with some success in creating understandable meanings
	<b>Grammar</b>			
<b>G1</b>	<b>Gender of nouns – definite and indefinite articles</b>	Can repeat nouns with correct indefinite article when modelled by the teacher Retains the correct gender of a few nouns	Usually uses the correct indefinite article in practise activities – independent use is more variable	Accurately differentiates and actively uses indefinite articles in the singular with masculine and feminine nouns
<b>G2</b>	<b>Singular and plural forms of nouns</b>	Shows awareness of plural nouns – recognises meaning, though may need prompting	Can recognise and say singular and plural nouns, differentiating between them	As for (D) plus may try to pluralise nouns met only in the singular form
<b>G3</b>	<b>Adjectives (place and agreement)</b>	Can identify the adjective and the noun in short phrases	Able to place and agree some familiar adjectives correctly in practise activities	As for (D) plus beginning to use a limited number of adjectives independently, although will naturally revert to the 1 <sup>st</sup> language pattern still in independent use

<b>G4</b>	<b>Conjugation of key verbs (and making verbs negative)</b>	Will often use a verb but may use the same one for multiple meanings (e.g. I have for everything)	Uses I have/it is/they are/there is but may confuse their meaning and use	Uses I have/it is/they are/there is/there are with confidence although with some inaccuracy
<b>G5</b>	<b>Connectives and qualifiers, adverbs of time, prepositions of place</b>	Can recall 'and' and use it when prompted	Uses 'and' and 'but' with some confidence	Uses 'and' 'but' and 'also'