Ditton Primary School

**MFL**

Our Intended Curriculum

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| **EYFS: MFL skills progression**  |
| **Rec: Objectives*** Begin to be aware of some of the sounds of a new language.
* Begin to explore our listening skills to help hear sounds and words in a new language.
* Explore how to listen and join in with rhymes, songs and stories.
* Explore how to join in with games, played in a different language.
* Explore how to say some of the new sounds and words we hear in a different language
 | **Speaking*** Participating in familiar games eg. Simon says, musical chairs with simple Spanish familiar responses
* Joining in with Spanish rhymes and songs with learnt simple Spanish phrases
* Saying simple familiar Spanish words and phrases (eg. Hello, goodbye)
 |
| **Listening** * Listening and joining in with familiar games eg. Simon says, musical chairs in Spanish
* Listening and responding to authentic Spanish rhymes and songs
* Listening and enjoying stories in Spanish
 | **Culture*** Exploring authentic Spanish rhymes, songs and stories
* Investigating shared and Spanish specific festivals and celebrations
* Celebrating similarities and differences between cultures
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| **Reception – End Points** |
| **Hello, goodbye** | * To listen and respond physically to a greetings, a farewell, and the phrase ‘Thank you’
* To attempt to say in Spanish to a greetings, a farewell, and the phrase ‘Thank you’
* To understand that Spain is another place in the world where people speak another language.
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| **Counting**  | * To listen and respond physically to counting 1-10
* To attempt to say a number or sequence of numbers in Spanish
* To enjoy and join in with an authentic Spanish counting rhyme eg. “Tengo dos manitas”
 |
| **Days and Birthdays** | * To listen and respond physically to the days of the week
* To attempt to say a day or a sequence of days in Spanish
* To join in and try to sing the birthday “Cumpleaňos feliz”
 |
| **Rainbows** | * To listen and respond physically to some colours (eg. Red, yellow, green and blue)
* To attempt to say a colour in Spanish
* To join in with a guessing game to anticipate the colour
 |
| **Families and bears** | * To listen and respond to the question ‘What are you called?’
* To attempt to say the name phrase in Spanish (I am called…)
* To be aware of some nouns of members of the family in Spanish.
 |
| **Having fun whilst listening and joining in** | * To listen and respond physically to a greeting, a colour and a number.
* To attempt to ask and answer in Spanish the question ‘What are you called?’
* To join in with an authentic Spanish song.
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**Key Stage 1**

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| **Disciplinary Concepts: Education of the ear, empathy and understanding of a global citizen**  |

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| **KS1 Year 1 : MFL skills progression**  |
| **KS1: Learning Objectives*** Explore some of the sounds of Spanish.
* Explore ways to use listening skills to help hear sounds and words in Spanish.
* Practise skills in listening and joining in with rhymes, songs and stories.
* Practise joining in with games, played in Spanish.
* Explore how to say the new sounds, words and simple phrases we know in Spanish.
* Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple Spanish.
* *Celebrate prior learning through pupil led opportunities to share or show prior knowledge (eg. Sing a familiar song, perform a familiar rhyme or lead a familiar game)*
 | **Speaking*** Can say and understand a few important words in Spanish.
* Can attempt join in with the main part of a Spanish story or rhyme.
* Can attempt to repeat accurately some sounds in the target language.
* Can say a few words such as: greetings and simple response.
* Can give their name, can ask a question about someone’s name.
* Can say ‘how they are feeling’
 |
| **Listening*** Can listen and join in with the main parts of a song, story or rhyme.
* Can listen to and enjoy a story in Spanish.
* Beginning to identify accurately some sounds in the target language.
* To understand and respond to some familiar core Spanish language.
 | **Reading*** Beginning to recognise some important words written in Spanish e.g. greetings or colour
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| **Culture*** Exploring authentic Spanish rhymes, songs and stories
* Investigating shared and Spanish specific festivals and celebrations
* Celebrating similarities and differences between cultures
* Developing our understanding of people in the world around us
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| **KS1 Year 1 – End Points** |
| **Greetings, Farewells and Name Phrase** | * To listen and respond physically to specific greetings such as: ‘good morning, good afternoon and good night’
* To listen, respond and answer the question ‘What are you called?’
* To join in with an authentic Spanish rhyme
 |
| **Colours, Numbers 1-10 and Greetings** | * To listen and respond physically to some familiar colours. Eg. red, yellow, green and blue.
* To say a sequence of numbers
* To be able to identify a specific number and colour
* To know some facts about a Spanish Christmas
 |
| **Rhymes, Songs and Games** | * To listen and respond physically to specific familiar language in practised authentic rhyme (Incey Wincey Spider)
* To join in with names of animals, in a animal carnival rhyme.
* To know some facts about epiphany and the arrival of the three kings.
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| **Animals** | * To listen and respond physically to the names of animals
* To join in with the animal nouns in the Spanish version of Old Macdonald had a Farm.
* To know that animal sounds are different in Spanish.
 |
| **Fish Fun** | * To listen and respond physically to specific familiar language (Numbers, name and family members)
* To say numbers 1-10 in a random order
* To perform the traditional rhymes “dos pececitos”
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| **Sunshine, Rain and Seasons** | * To listen and respond physically to some phrases about the weather
* To say a weather phrase
* To perform the traditional rhyme such as: “sol y luna”
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| **KS1 - Year 2 : MFL skills progression**  |
| **KS1: Learning Objectives*** Explore some of the sounds of Spanish.
* Explore ways to use listening skills to help hear sounds and words in Spanish.
* Practise skills in listening and joining in with rhymes, songs and stories.
* Practise joining in with games, played in Spanish.
* Explore how to say the new sounds, words and simple phrases we know in Spanish.
* Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple Spanish.
* *Celebrate prior learning through pupil led opportunities to share or show prior knowledge (eg. Sing a familiar song, perform a familiar rhyme or lead a familiar game)*
 | **Speaking*** Can say and understand a few important words in Spanish.
* Can attempt join in with the main part of a Spanish story or rhyme.
* Can attempt to repeat accurately some sounds in Spanish.
* Can say a few words such as: greetings and simple response.
* Can give their name, can ask a question about someone’s name in Spanish
* Can say ‘how they are feeling’ in Spanish
 |
| **Listening*** Can listen and join in with the main parts of a song, story or rhyme.
* Can listen to and enjoy a story in Spanish.
* Beginning to identify accurately some sounds in the target language.
* To understand and respond to some familiar core Spanish language
* Beginning to identify accurately some sounds in the target language.
* To understand and respond to some familiar core Spanish language
* Can identify specific sounds in Spanish eg.
 | **Reading*** Exploring to recognise some important words written in Spanish e.g. greetings or a number/day of the week.
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| **Culture*** To recognise and compare weather between England and Spain
* To recognise how birthdays are celebrated differently in Spain
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| **KS1 Year 2 – End Points** |
| **Language Learning Powers** | * To listen and respond to a Spanish song containing ‘good morning, good afternoon and good night’.
* To be able to perform the tooth fairy rhyme and know some facts about the Spanish tooth mouse
* To join in with a Spanish song eg.‘Les heros du monde’
 |
| **Nouns, Rhymes and Christmas** | * To listen and respond physically to specific body parts in Spanish
* To perform an authentic rhyme of the Spanish Heads, shoulders, knees and toes
* To listen, respond to the song of Rudolph the Red Nose Reindeer in Spanish
* To recognise and read familiar colours and numbers in Spanish
 |
| **Birthdays** | * To listen and respond physically to the months of year in Spanish
* To name their birthday month in Spanish
* To identify written Spanish months
 |
| **Butterflies, Bees and Plant Pot Story** | * To listen and respond to an authentic rhyme about butterflies in Spanish
* To say aloud specific sounds in unfamiliar nouns in Spanish
* To know some facts about the Easter bells and the role of these in a Spanish Easter in Spanish
 |
| **Exploring Animal Kingdoms** | * To listen and respond to a story containing familiar language (names, colours and greetings) in Spanish
* To identify numbers and colours in spoken and written form in Spanish
* To practise, remember and perform a poem in Spanish about the animal kingdom in Spanish
 |
| **Celebrate** | * To listen and respond to a story using familiar language containing names, colours, greetings, numbers and animals in Spanish
* To practise, remember and perform an action song in Spanish
* To know some facts about Mexican birthdays and piñatas and begin to understand that Spanish is spoken in countries other than Spain
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**Key Stage 2**

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| **Disciplinary Concepts:** Developing the global citizen through broadening the understanding of the Spanish language and culture  |

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| **LKS2 Year 3: MFL skills progression**  |
| **Lower KS2: POS*** Listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* Speak in sentences, using familiar vocabulary, phrases and basic language structures
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Present ideas and information orally to a range of audiences
* Read carefully and show understanding of words, phrases and simple writing
* Appreciate stories, songs, poems and rhymes in the language
* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* Describe people, places, things and actions orally and in writing
 | **Reading***A focus on sound spelling runs throughout the language teaching** Can recognise and read out a few familiar words and phrases
* Begin to identify nouns and word families / plural and singular identification
* Can read aloud familiar words and phrases.
* Can understand simple written phrases.
* Can match sounds to familiar written words.
 |
| **Listening** *A focus on sound spelling runs throughout the language teaching** Can answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.
* Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases
* Can listen to and join in with rhymes, songs and stories.
* Can replicate sound patterns of Spanish
* Can identify key familiar information in spoken text**.**
* Can follow a simple story in Spanish
* Can follow simple classroom instructions in Spanish
 |
| **Writing***A focus on sound spelling runs throughout the language teaching** Can write or copy a few simple words or symbols as an emergent writer of the target language
* Can make a good attempt to write phrases from memory
* Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context.
* Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood.
 | **Speaking***A focus on sound spelling runs throughout the language teaching** Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker
* Engage in conversations; ask and answer questions; express opinions and respond to those of others;
* Attempts to speak in sentences, using familiar vocabulary, phrases and basic language structures
* Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Can accurately pronounce familiar words, phrases and sentences.
* Can ask and answer familiar questions about personal information.
* Can attempt to pronounce accurately new words with familiar Spanish sounds
* Can join in with spoken rhymes ,songs and stories
* Can perform simple dialogues
* Can read aloud written sentences containing familiar language
 |
| **Grammar*** Can identify nouns in a Spanish phrase or sentence.
* Can identify determiners –a definite or indefinite article preceding a nouns
* Can identify masculine nouns and feminine nouns.
* Can identify plural nouns.
* Can change a definite to an indefinite article preceding a noun
* Can identify adjectives in a phrase or sentence.
* Can place and adjective after a noun in a Spanish
* Aware that adjectives spelling can change to match a masculine/ feminine / singular or plural noun.
* Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo
* Use of intonation with questions and able to raise intonation of voice at the end of a question.
* Aware that there is an upside down question mark at the start of a written question in Spanish.
 |
| **Culture*** Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences.
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| **LKS2 Year 3– End Points** |
| **A new start** | * Children can say greetings in Spanish.
* Children can ask and answer about feelings in Spanish
* Children can say, recall, identify numbers between 1 and 10 in Spanish
* Children can write some colours in Spanish
 |
| **Calendar and celebrations** | * Children can understand basic classroom commands
* Children understand and say days of the week in Spanish.
* Children understand, say and try to write some months of the year in Spanish.
* Children can recall some facts about Spanish Christmas traditions.
 |
| **Animals I like/I don’t like** | * Children can say and read the name of some animals in Spanish.
* Children begin to recognise some plural nouns for animals in Spanish.
* Children begin to understand a simple story in Spanish.
* Children begin to copy some names of animals in Spanish.
* Children can say a simple sentence to say their favourite animal.
* Children begin to write simple sentences about animals.
 |
| **Carnival/Using numbers and dates** | * Children know some facts about Carnival in Spain.
* Children can say and begin to write numbers 1-15
* Children can say simple sentences about themselves
* Children can begin to read and write dates in Spanish
 |
| **Fruits and Vegetables** | * Children can understand and participate in games involving fruit and vegetable nouns in Spanish.
* Children can ask politely for some fruit or vegetable item in Spanish.
* Children can listen, understand and enjoy a story in Spanish.
* Children can write, with support, a simple sentence or several sentences in 1st person
* singular.
 |
| **Map Explorers/Going on a picnic** | * Children can recall nouns for picnic items in Spanish
* Children can write a simple phrase, using verb, noun and adjective.
* Children can complete some simple sentences to say where they live.
* Children can ask a simple question and understand the answer
* Children can apply their language skills to begin to learn other languages
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| **LKS2 Year 4 : MFL skills progression**  |
| **Lower KS2: POS*** Listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* Speak in sentences, using familiar vocabulary, phrases and basic language structures
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Present ideas and information orally to a range of audiences
* Read carefully and show understanding of words, phrases and simple writing
* Appreciate stories, songs, poems and rhymes in the language
* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* Describe people, places, things and actions orally and in writing
 | **Reading***A focus on sound spelling runs throughout the language teaching** Can recognise and read out a few familiar words and phrases
* Begin to identify nouns and word families / plural and singular identification
* Can read aloud familiar words and phrases.
* Can understand simple written phrases.
* Can match sounds to familiar written words.
 |
| **Listening***A focus on sound spelling runs throughout the language teaching** Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases
* Can listen to and join in with rhymes,songs and stories.
* Can replicate sound patterns of Spanish
* Can identify key familiar information in spoken text**.**
* Can follow a simple story in Spanish
* Can follow simple classroom instructions in Spanish
 |
| **Writing***A focus on sound spelling runs throughout the language teaching** Can write or copy a few simple words or symbols as an emergent writer of the target language
* Can make a good attempt to write phrases from memory
* Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context.
* Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood.
 | **Speaking** *A focus on sound spelling runs throughout the language teaching** Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker
* Engage in conversations; ask and answer questions; express opinions and respond to those of others;
* Attempts to speak in sentences, using familiar vocabulary, phrases and basic language structures
* Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Can accurately pronounce familiar words, phrases and sentences.
* Can ask and answer familiar questions about personal information.
* Can attempt to pronounce accurately new words with familiar Spanish sounds
* Can join in with spoken rhymes ,songs and stories
* Can perform simple dialogues
* Can read aloud written sentences containing familiar language
 |
| **Grammar*** Can identify nouns in a Spanish phrase or sentence.
* Can identify determiners –a definite or indefinite article preceding a nouns
* Can identify masculine nouns and feminine nouns.
* Can identify plural nouns.
* Can change a definite to an indefinite article preceding a noun
* Can identify adjectives in a phrase or sentence.
* Can place and adjective after a noun in a Spanish
* Aware that adjectives spelling can change to match a masculine/ feminine / singular or plural noun.
* Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo
* Use of intonation with questions and able to raise intonation of voice at the end of a question.
* Aware that there is an upside down question mark at the start of a written question in Spanish.
 |
| **Culture*** Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences.
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|  **LKS2 Year 4– End Points** |
|  **Welcome to our school** | * To ask and answer questions about self in Spanish
* To listen, recall and respond to classroom instructions in Spanish
* To say and write the name of rooms in school in Spanish
* To say and write nouns for some classroom objects in Spanish
* To complete the sentence “Hay (there is / are)\_with classroom object nouns.
 |
| **My Local Area/Your Local Area** | * To say and recognise some places in a town in Spanish
* To give simple directions in a town eg. ‘Where is…’ in Spanish
* To read and understand some useful directions in Spanish
* To identify differences between a Spanish town and Warrington in Spanish
* To copy some names of places in a town: Church, shop, park, pharmacy, town hall in Spanish
* To write a sentence using “Hay (there is /are) and nouns of shops in a place or town.
 |
| **Family members**  | * To know some important facts about Epiphany in Spain
* To say some family nouns in Spanish
* To write personal information sentences in 1st person singular about a family member in Spanish
 |
| **Face and Body Parts** | * To understand and respond to body part nouns and commands in Spanish
* To describe an person using nouns, numbers and colours in Spanish
* To identify singular and plural body parts in Spanish
* To write some body parts in Spanish
* To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective
 |
| **Feeling Unwell/ Jungle Animals** | * To understand and remember some jungle animal nouns in Spanish
* To understand adjectives to describe jungle animals in Spanish
* To write a simple sentence or sequence of sentences to describe a jungle animal in Spanish
* To understand and write simple phrases and sentences in Spanish
* To write a sequence of simple descriptive sentences, using verb, noun and adjective
 |
| **The Weather** | * To say different types of weather phrases in Spanish
* To name the seasons in Spanish
* To write a simple sentence to describe the weather in Spanish
* To say ice cream flavours and spot sounds in the flavours in Spanish
* To say an ice cream order in Spanish
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| **UKS2 Year 5: MFL skills progression**  |
| **Upper KS2: POS*** Listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* Speak in sentences, using familiar vocabulary, phrases and basic language structures
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Present ideas and information orally to a range of audiences
* Read carefully and show understanding of words, phrases and simple writing
* Appreciate stories, songs, poems and rhymes in the language
* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* Describe people, places, things and actions orally and in writing
 | **Reading***A focus on sound spelling runs throughout the language teaching** Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)
* Recognises conjunctions to create extended sentences
* Reads carefully and show understanding of words, phrases and simple writing
* Can recognise, understand and read out familiar words, phrases and sentences
* Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences.
* Can understand and gather information in extended sentences and sequences of sentences in written text.
* Can identify and read aloud unfamiliar language containing familiar sounds.
* Appreciates simple stories, songs, poems and rhymes in the language
* Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 |
| **Listening***A focus on sound spelling runs throughout the language teaching** Carefully answers simple questions on several topics and can express opinions.
* Can understand the main points from a series of spoken sentences (including questions) may require some repetition
* Can understand and gather information in extended sentences and sequences of sentences in written text.
* Can listen to and join in with rhymes, songs and stories.
* Can understand the main points and simple opinions of a longer spoken seqeunces (e.g. recipe, poem, story)
 |
| **Writing***A focus on sound spelling runs throughout the language teaching** Can write two or three shore sentences as a personal response using reference materials / with support.
* Attempts to use accurately nouns and adjectives.
* Uses conjunctions to create extended sentences
* Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic.
* Can use some common conjunctions to create extended sentences
* Can attempt to write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* Can share ideas and information through written work with some support to a range of audiences
 | **Speaking***A focus on sound spelling runs throughout the language teaching** Can understand the main points from a series of spoken sentences (including questions) may require some repetition
* Asks questions and answers simple questions on several topics and can express opinions.
* Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language.
* Can perform simple dialogues and take part in short conversations with familiar language
* Can initiate a short dialogue on a familiar topic with simple familiar questions.
* Can read aloud written sentences containing familiar language.
 |
| **Grammar*** Use nouns accurately in simple sentences with definite articles
* Can change a definite to an indefinite article with a singular noun
* Form common plural nouns from familiar singular nouns
* Use familiar adjectives accurately with nouns in descriptive phrases and sentences
* Use some common conjunctions to extend sentences and add opinions
* Use 1st and 2nd person singular present tense of to have, to be, to wear, to play to ask and answer questions
* Use first person singular of se gustar (me gusta/n) to express a like
* Form negative with these two parts of tener and ser- tengo and es
* Use the 3rd person singular of common personal information verbs- se llama/vive/tiene · Use “puedes +infinitive
 |
| **Culture*** Explores and celebrates similarities and differences between Spanish speaking countries and our own personal experiences of culture
* Interested in finding out more and celebrating similarities and differences between cultures and languages.
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| **UKS2 Year 5 – End Points** |
| **My school, my subjects** | * To know how to introduce themselves using extended sentences about how they are feeling and a reason to why they are feeling this way.
* To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live.
* To say a third person singular sentence with details about someone else.
* To know at least five nouns for school subjects and can use this language in a spoken sentence.
* To say an extended opinion of a school subject including a reason for liking/disliking a subject.
 |
| **In the city** | * To recall some facts about a city in Spain
* To ask and answer some simple questions about a city/town
* To write simple descriptive sentences to describe things in their town/city.
 |
| **Healthy Eating**  | * To say some fruit and vegetables in Spanish and use these in simple dialogues.
* To read and understand some fruit and vegetables in written texts in Spanish.
* To know that we often add “s” at the end of the word in Spanish to make the noun a plural word e.g. una manzana/ dos manzanas.
* To know to say ‘I have’ in Spanish and that we use part of the verb to have (tener) “tengo....” . To say I haven’t in Spanish we add “no” before the verb “no tengo”.
* Children can write some fruits and vegetables
 |
| **Colours/Clothes Descriptions** | * To say nouns for some items of clothing in Spanish.
* To read and write descriptive sentences with nouns and colour adjectives in Spanish.
* To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in Spanish
 |
| **Out of this world** | * To ask and answer questions about someone’s identity in Spanish.
* To read some simple information about planets in Spanish.
* To read and write simple sentences about an imaginary planet in Spanish.
 |
| **Going to the beach** | * To read aloud and understand sentences about the seaside in Spanish
* To creative simple persuasive extended sentences in Spanish
* To follow a story about going to the beach in Spanish
* To read and understand facts about going to the beach in Spanish
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| **UKS2 Year 6: MFL skills progression**  |
| **Upper KS2: POS*** Listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* Speak in sentences, using familiar vocabulary, phrases and basic language structures
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Present ideas and information orally to a range of audiences
* Read carefully and show understanding of words, phrases and simple writing
* Appreciate stories, songs, poems and rhymes in the language
* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* Describe people, places, things and actions orally and in writing
 | **Reading***A focus on sound spelling runs throughout the language teaching** Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)
* Recognises conjunctions to create extended sentences
* Reads carefully and show understanding of words, phrases and simple writing
* Can recognise, understand and read out familiar words, phrases and sentences
* Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences.
* Can understand and gather information in extended sentences and sequences of sentences in written text.
* Can identify and read aloud unfamiliar language containing familiar sounds.
* Appreciates simple stories, songs, poems and rhymes in the language
* Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 |
| **Listening***A focus on sound spelling runs throughout the language teaching** Can understand the main points from a series of spoken sentences (including questions) may require some repetition
* Able to listen to and join in with rhymes,songs and stories.
* Able to identify and replicate sound patterns of Spanish
* Able to identify key familiar information in spoken text**.**
* Able to follow a simple story in Spanish
* Able to follow classroom instructions in Spanish
 |
| **Writing***A focus on sound spelling runs throughout the language teaching** Can write two or three shore sentences as a personal response using reference materials / with support.
* Attempts to use accurately nouns and adjectives.
* Uses conjunctions to create extended sentences
* Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic.
* Can use some common conjunctions to create extended sentences
* Can attempt to write phrases from memory, and adapt these to create new sentences, to express ideas clearly
* Can share ideas and information through written work with some support to a range of audiences.
 | **Speaking***A focus on sound spelling runs throughout the language teaching** Can take part in simple conversation and can express simple opinions. Generally accurate punctuation (to a sympathetic native speaker)
* Speaks in sentences, using familiar vocabulary, phrases and basic language structures
* Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language.
* Asks questions and answers simple questions on several topics and can express opinions.
* Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language.
* Can perform simple dialogues and take part in short conversations with familiar language
* Can initiate a short dialogue on a familiar topic with simple familiar questions.
* Can read aloud written sentences containing familiar language.
 |
| **Grammar*** Use nouns accurately in simple sentences with definite articles
* Can change a definite to an indefinite article with a singular noun
* Form common plural nouns from familiar singular nouns
* Use familiar adjectives accurately with nouns in descriptive phrases and sentences
* Use some common conjunctions to extend sentences and add opinions
* Use 1st and 2nd person singular present tense of to have, to be, to wear, to play to ask and answer questions
* Use first person singular of se gustar (me gusta/n) to express a like
* Form negative with these two parts of tener and ser- tengo and es
* Use the 3rd person singular of common personal information verbs- se llama/vive/tiene · Use “puedes +infinitive
 |
| **Culture*** Explores and celebrates similarities and differences between Spanish speaking countries and our own personal experiences of culture.
* Interested in finding out more and celebrating similarities and differences between cultures and languages.
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| **UKS2 Year 6 – End Points** |
| **Everyday Life and time** | * To recall phrases to describe feelings in Spanish
* To understand ‘o’clock’ phrases in Spanish
* To talk about daily routine in Spanish
* To answer questions about daily routine in Spanish
 |
| **Homes and Houses**  | * To understand the nouns for rooms in a house in Spanish
* To read and understand some simple descriptions of rooms in a house in Spanish.
* To write descriptive sentences using colours and size to describe a house in Spanish
* To recognise and understand some familiar and unfamiliar nouns in Spanish
* To understand some prepositions
 |
| **Playing and Enjoying Sport** | * To create opinions about a sport in Spanish
* To understand and write simple information about a sport in Spanish
* To express a like or dislike of a sport in Spanish
 |
| **Fun at the fair**  | * To know some nouns for fun fair rides and food in Spanish
* To write simple sentences about a funfair in Spanish
* To recall some key facts about a Spanish tradition e.g La feria de Abril
 |
| **Café culture, restaurants** | * To know some facts about Spanish café culture
* To ask politely for snacks and drinks in Spanish
* To understand information about Spanish food and meals
 |
| **Performance time** | * To participate in short sketches using familiar language
* To recall familiar core language in Spanish
* To understand a simple recipe in Spanish
 |