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. |
| **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. |

**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 |
| **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. |
| **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” |
| **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. |
| **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 |

**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 |