

Warrington Primary Academy Trust (Ditton Primary)



MFL Curriculum Intent

Reception : MFL skills progression	
<p>Rec: Objectives</p> <p>Begin to be aware of some of the sounds of a new language.</p> <p>Begin to explore our listening skills to help hear sounds and words in a new language.</p> <p>Explore how to listen and join in with rhymes, songs and stories.</p> <p>Explore how to join in with games, played in a different language.</p> <p>Explore how to say some of the new sounds and words we hear in a different language</p>	<p>Knowledge about Language and Grammar</p> <p>Songs</p> <p>Autumn 1 - Buenos días song Fray Santiago (Frère Jacques)</p> <p>Autumn 2 - Diez en la cama – counting and action song after practising the rhyme</p> <p>Spring 1 - Tres reyes (Three Kings) - traditional song Dias de la semana</p> <p>Spring 2 - Globos los colores de lindos Cancion de colores I can sing a rainbow – performance song,</p> <p>Summer 2 - Pirata barbaroja song Pirate song</p>
<p>Listening: Can listen and join in with some parts of a song or rhyme</p> <p>Speaking: Can say a few important words</p>	<p>Phonics</p> <p>Rhyme</p> <p>Autumn 2 - Tengo dos manitas Diez en la cama – counting and action rhyme</p> <p>Spring 1 - Days of the week rhyme Cumpleaños feliz and numbers (candle counting) – Happy birthday rhyme</p> <p>Spring 2 - Rainbow rhyme Chocolate clapping playground game</p> <p>Summer 1 - La familia dedo – finger family rhyme Cinco patitas five little ducks rhyme El señor sol</p>

Reception – End Points	
Aut 1 Hello, goodbye	Greetings, Farewells, Saying Thank you
Aut 2 Counting	1-10
Spring 1 Days and Birthdays	Birthdays, Days of the week
Spring 2 Rainbows	Colours
Summer 1 Families and bears	Family, Asking and saying your name
Summer 2	Revisit whole scheme

Year 1 : MFL skills progression	
<p>KS1: Objectives</p> <p>Explore some of the sounds of a new language.</p> <p>Explore ways to use listening skills to help hear sounds and words in a new language.</p> <p>Practise skills in listening and joining in with rhymes, songs and stories.</p> <p>Practise joining in with games, played in a different language.</p> <p>Explore how to say the new sounds, words and simple phrases we know in the target language.</p> <p>Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple target language</p>	<p>Knowledge about Language and Grammar</p> <p>Songs</p> <p>Autumn 1 - Buenos días ¿Cómo te llamas? song and video Teddy Bear song “If you’re happy and you know it in” Spanish</p> <p>Autumn 2 - Fireworks and colours – activities and simple song 1-10 song, Twinkle Twinkle Little Star, Rudolph the red nosed reindeer song and video</p> <p>Spring 1 - Itsi bitsi araña song, Elephants and spiders nest counting song, Jungle animals song, El pollito cha cha animals and carnival dances</p> <p>Spring 2 - La vaca lola, Mi pollito amarillito, Old MacDonald has a farm Chocolate and numbers song</p> <p>Summer 1 - Dos pececitos, En el fondo del mar, Es la ballena</p> <p>Summer 2 - Sol y luna Señor sol</p>
<p>Listening: Can listen and join in with the main parts of a story or rhyme. Can listen and enjoy a story. Beginning to identify accurately some sounds in the target language.</p> <p>Speaking: Can say a few important words e.g. greetings and polite response. Can say name and how feeling. Can attempt to repeat accurately some sounds in the target language.</p> <p>Reading: Beginning to recognise some important words written in the target language e.g. greetings or a number.</p>	<p>Phonics</p> <p>Rhyme –</p> <p>Autumn 1 - ¿Cómo te llamas? rhyme/game /song</p> <p>Autumn 2 - 1-10 finger rhyme Apple harvesting</p> <p>Spring 1 - Itsi bitsi araña action rhyme, Elephants and spiders nest counting rhyme/action game Jungle animal and counting rhyme</p> <p>Spring 2 - Hatching and counting chickens rhyme</p> <p>Summer 2 - Itsi bitsi araña revisit</p>

Year 1 – End Points	
Autumn 1 Me and You	Greetings. Farewells, Name Phrase
Autumn 2 Autumn Time	Colours, Numbers 1-10, Greetings
Spring 1 Rhymes, Games and songs	Songs about Epiphany, Songs about animals, carnivals, farmyard
Spring 2 Farmyard Animals	Names of members of the family
Summer 1 Fishy Fun	1-10, Greetings/Farewells, Name Phrases, Names of members of the family
Summer 2 Sunshine, rain and seasons	Exploring the weather

Year 2 : MFL skills progression	
<p>KS2: Objectives</p> <p>Practise how to make the sounds we hear in a different language.</p> <p>Practise using listening skills to help hear sounds, words and phrases in a new language.</p> <p>Practise and experiment with skills in listening and joining in with rhymes, songs and stories.</p> <p>Join in with games, played in a different language.</p> <p>Explore how to say the new sounds, words and simple phrases we know in the target language.</p> <p>Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple target language.</p> <p>Explore some simple written words in the target language</p>	<p>Knowledge about Language and Grammar</p> <p>Songs</p> <p>Autumn 1 - English- Spanish song of greetings, Les héros du monde, ¿Cómo te llamas y tú? Listen and respond song, Number song</p> <p>Autumn 2- Halloween song, Bonfire night song, Bonfire colours song, Heads shoulders knees and toes, Authentic Spanish song “la mane” with actions</p> <p>Spring 1 - Roscon de reyes song and actions, Snowman song and video clip, Months song, Happy Birthday song, “Frozen ” song - multi -lingual and game</p> <p>Spring 2 - Butterfly song, La maraquita (ladybird) song, Bees song, Chocolate song</p> <p>Summer 1 - Dinosaur song, Sol solecito song / rhyme</p> <p>Summer 2 – Somos como los flores</p>
<p>Listening Can listen and join in with a song. Can listen to and enjoy a story. Can identify accurately some sounds in the target language.</p> <p>Speaking Can say a few important words e.g. greetings and polite response. Can say name and how feeling. Can say a sequence of items e.g. several numbers or colours. Can repeat accurately some sounds in the target language.</p> <p>Reading Can recognise some important words written in the target language e.g. greetings or a number/day of the week.</p> <p>Writing Can attempt to copy some important words written in the target language e.g. greetings or a number/day of the week.</p>	<p>Phonics</p> <p>Rhyme</p> <p>Autumn 1 - Tooth fairy Rhyme</p> <p>Autumn 2 - Halloween Rhyme</p> <p>Summer 1 - Peppa Pig and counting dinosaurs, Dinosaur poem</p> <p>Summer 2 - Piñatas and party time</p>

Year 2 – End Points	
Autumn 1 Learning powers	Greetings, Farewell. Name phrases, 1-10
Autumn 2 Explore and Perform	Colours, Parts of Body
Spring 1 Birthdays and Celebrations	Months
Spring 2 Minibeasts	Minibeasts – snails, bees, butterflies
Summer 1 Colours and Numbers revisit	Numbers, colours,
Summer 2 Summer Adventures	Growing things, party celebrations

Year 3: MFL skills progression	
<p>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 Languages – key stage 2 ♣ 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>Knowledge about Language and Grammar Nouns and word families / plural and singular identification Identifying and understanding simple imperatives Adjectives Creating questions and answers in first and second person singular</p> <p><i>Exploration of:</i> Autumn 1 - recognising and answering a question Autumn 2 - recognising and understanding simple commands Spring 1 - recognising nouns, asking a question Summer 1 - nouns and beginning to recognise masculine/feminine nouns Summer 2 - practising forming and structuring a polite response</p>
<p>Listening Can understand a few familiar spoken words and phrases Speaking Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker Reading Can recognise and read out a few familiar words and phrases Writing Can write or copy a few simple words or symbols as an emergent writer of the target language</p>	<p>Phonics Key listening activity: Autumn 1 - numbers o Autumn 2 - days of the week v Spring 1 - key sounds in animal nouns j Spring 2 - key sounds/words in practising commands z Summer 1 - key sounds in fruit and vegetables nouns ce/za Summer 2 - key sounds/words in picnic story va/ju</p>

Year 3 – End Points	
Autumn 1 A new start	Ask and answer name , Ask and answer simple feelings , Ask and answer where you live count 0-11
Autumn 2 The calendar and celebrations	Days, Months, Asking the day and the month, Ask age, Ask birthday month
Spring 1 Epiphany	Names of domestic animals, Ask and answer a like / dislike, Have you...? I have...
Spring 2 Carnival, colours and playground games	Colours, Ask what colour something is, Giving a response, Likes and dislikes, Looking for items, Have you..? I have / I haven't
Summer 1 Food we eat everyday	Fruit and vegetables, Breakfast foods / Ask for a food item politely, Ask and answers likes and dislikes
Summer 2 Going on a picnic	Fruits, Breakfast foods, food for a picnic, Asking politely, Colours, Commands, 0-15

Year 4: MFL skills progression	
<p>Lower KS2: POS</p> <p>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 Languages – key stage 2 3 ♣ 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>Knowledge about Language and Grammar</p> <p>Nouns and Verbs Gender of nouns / singular and plural nouns / Noun Classes – definite to indefinite pronouns Identification of cognates and near cognates Exploration of: Autumn 1 - Nouns: masculine/feminine Autumn 2 - Recognising and using commands / Recognising and using “there is/are” Spring 1 - Identifying parts of language which are adjectives / Recognising and using “I have” Spring 2 - Identifying / producing singular and plural forms of nouns / Identifying parts of language which are adjectives Summer 1 - Identifying / producing singular and plural Summer 2 - Identifying verbs in simple present tense sentences</p>
<p>Listening Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases</p> <p>Speaking Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>Reading Can understand simple written phrases. Can match sounds to familiar written words.</p> <p>Writing Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Phonics</p> <p>Autumn 1 - Numbers and colours o/z</p> <p>Autumn 2 - Shop nouns ia/qui</p> <p>Spring 1 - Numbers vei/ie</p> <p>Spring 2 - Parts of the body i/illa</p> <p>Summer 1 - Questions cua</p> <p>Summer 2 - Weather que/hace</p> <p>Phoneme – grapheme transfer imperatives</p>

Year 4 – End Points	
Autumn 1 My School your school	Ask and answer name / Ask and answer simple feelings / Ask and answer where live, Count 0-20 / Numbers 0-31, Days/Months and simple question, Introducing teacher and friends, Have you...? I have/have not, Places around school
Autumn 2 My local area, your local area	Where is (+ shops) Here is (+ shops) There is / there are, Names of everyday shops / Gift items I would like, Left / right / straight ahead
Spring 1 A family tree	Asking who someone is – My mum, brother, sister, dad, grandma, grandad, friend, Asking someone’s age, Faces – mouth, nose, ears, eyes, hair
Spring 2 Easter, Celebrating carnival	Parts of the body and simple descriptions colour / big / small
Summer 1 Feeling well/unwell Jungle Animals	How are you feeling? What’s the matter? Simple everyday illnesses, Domestic animals, Jungle animals.
Summer 2 Summertime	Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream

Year 5: MFL skills progression	
<p>Upper KS2: POS</p> <p>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 Languages – key stage 2 ♣ 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>Knowledge about Language and Grammar</p> <p>Exploration of:</p> <p>Autumn 1 – Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences</p> <p>Autumn 2 – Commands Verb to have- present tense</p> <p>Spring 1 – Verb to be – present tense</p> <p>Spring 2 – Verb to wear – present tense Adjectival agreement with nouns</p> <p>Summer 1 – Conjunctions to create extended sentences. Writing independently extended sentences.</p> <p>Summer 2 - Using the modal verb structure : You can + verbs</p>
<p>Listening Can understand the main points from a series of spoken sentences (including questions) may require some repetition</p> <p>Speaking Can ask questions and answers simple questions on several topics and can express opinions.</p> <p>Reading Can understand the main points from a short written passage in clear printed script. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Writing Can write two or three short sentences as a personal response using reference materials / with support. Attempts to use accurately nouns and adjectives.</p> <p>You can Play + sports Eat + foods Buying snacks and drinks Telling a story</p>	<p>Phonics</p> <p>Autumn 1 - Key sounds in feelings oy</p> <p>Autumn 2 - Key sounds in numbers 0-50 ce/ci</p> <p>Spring 1 - Key sounds in class survey questions que/quien/cual</p> <p>Spring 2 - Key sounds in carnival parade phrases ver/hay</p> <p>Summer 1 - Key sounds in identify cards activity ci/illi</p> <p>Summer 2 - Key sounds in beach story ve/va/ju</p>

Year 5 – End Points	
Autumn 1 My school / my subjects	Asking and answering what school subjects we learn / Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects / Adjectives to give opinion / Places around school
Autumn 2 Time in the city	Buildings and places of interest / Where is (+ shops) Here is (+shops) Simple directions Asking the way There is / there are... Christmas (shopping) What would you like?/I would like How much does it cost? / It costs.....
Spring 1 Healthy eating / Going to the market	Shopping at the market Fruit Vegetables Instructions to make a healthy dish Transactional language at the shops / Numbers 0 – 50 Euros
Spring 2 Carnival, clowns and clothes	What are you wearing I am wearing What's it like ?It's + colour and size It has Shopping for clothes – simple dialogue I have / You have, He /she has My mum, dad, sister, brother, friend has
Summer 1 – Out of the World	Asking / answering simple weather phrases Weather questions and statements Weather forecasts
Summer 2 – Going to the seaside	You can Play + sports / Eat + foods / Buying snacks and drinks / Telling a story

Year 6: MFL skills progression	
<p>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 Languages – key stage 2 ♣ 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>Knowledge about Language and Grammar Time structures Reflexive verbal phrases Nouns, verbs, connectives, adverbs, prepositions Creating extended sentences Cognates and near cognates Noun gender – definite and indefinite articles Singular/plural nouns Definite / indefinite pronouns Exploration of: Autumn 1 - time phrases extended sentences with conjunctions and opinions Autumn 2 - verb to have verb to be adjectival agreement with nouns Spring 1 - verb to play in the present tense Spring 2 - expressing likes and dislikes with nouns and verbs descriptive sentences using 1st, 2nd and 3rd person regular present tense</p>
<p>Listening Can understand the main points and some detail from a short spoken passage with comprising of familiar language Speaking Can take part in simple conversation and can express simple opinions. Generally accurate punctuation (to a sympathetic native speaker) Reading Can understand the main points and simple opinions of a longer written passage (eg letter, recipe, poem, story, an account) Writing 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.</p>	<p>Phonics Autumn 1 - Key sounds in daily routine phrases voy/jue Autumn 2 - Key sounds in nouns and adjectives linked to the house mi/vi/ñ Spring 1 - Key sounds in sports and hobbies ñ/me Spring 2 - Key sounds in funfair rides ch/vur Summer 1 and 2 - Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>

Year 6 – Core Skills of Learning	
Autumn 1 Everyday Life	Asking the time Giving o'clocks Describing simple daily routine
Autumn 2 Spook house / Space house	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Saying what I want to be in the future. Asking politely / sandwich flavours
Spring 1 Playing and Enjoying Sport	You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment / sports terrain/team or individual sport) Opinions. / Likes and dislikes
Spring 2 This is me, hobbies and fun	Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes
Summer 1 Café culture, restaurants	Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)
Summer 2 Performance time	Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers