

Warrington Primary Academy Trust



MFL Curriculum Intent

In relation to MFL, we have carefully considered parental feedback and our partner secondary schools when selecting Spanish as our target language. Our ambitious curriculum begins in Nursery, this allows our youngest children to begin to develop the key disciplines for language learning. Our curriculum explicitly teaches transferable language learning skills throughout in order for our children to be successful in KS3 regardless of their secondary school's target language. We work in partnership with Primary Languages Network, which allows our children to experience native Spanish speaker accents and pronunciations. We employ a MFL specialist teacher to deliver high quality teaching and experiences in lessons but also to work alongside staff developing their own expertise in this area as we are aspirational and ambitious for all, children and adults. As a school with a high proportion of EAL children, we ensure the diverse range of languages spoken is celebrated. We have introduced language ambassadors who support staff to enrich languages throughout the school such as singing practising in different languages and European Day of Languages celebrations.

EYFS : MFL skills progression	
<p><u>Language acquisition skills</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • 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)
<p><u>Listening</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Culture</u></p> <ul style="list-style-type: none"> • Exploring authentic Spanish rhymes, songs and stories • Investigating shared and Spanish specific festivals and celebrations • Celebrating similarities and differences between cultures
Nursery– End Points	

Greetings & Farewells	<p>To listen and respond physically to a greetings, a farewell, and the phrase 'Thank you'</p> <p>To listen to and enjoy greeting songs and rhymes</p> <p>To begin joining in with a greeting song.</p> <p>To listen to the question '<i>¿Cómo te llamas?</i>'</p> <p>To listen to responses to the question '<i>¿Cómo te llamas?</i>'</p>
Colours	<p>To listen and respond physically to some colours (eg. Red, yellow, green and blue)</p> <p>To begin joining in saying colours in Spanish</p> <p>To begin joining in with colour games in Spanish</p> <p>To listen to and begin joining in with a colour song in Spanish</p>
Numbers	<p>To listen and respond physically to some numbers from 1-10</p> <p>To begin joining in saying some numbers in Spanish</p> <p>To enjoy and join in with an authentic Spanish counting rhyme</p>

Reception – End Points

Hello, goodbye	<p>To listen and respond physically to a greetings, a farewell, and the phrase 'Thank you'</p> <p>To attempt to say in Spanish to a greetings, a farewell, and the phrase 'Thank you'</p> <p>To understand that Spain is another place in the world where people speak another language.</p>
Counting	<p>To listen and respond physically to counting 1-10</p> <p>To attempt to say a number or sequence of numbers in Spanish</p> <p>To enjoy and join in with an authentic Spanish counting rhyme eg. "<i>Tengo dos manitas</i>"</p>
Days and Birthdays	<p>To listen and respond physically to the days of the week</p> <p>To attempt to say a day or a sequence of days in Spanish</p> <p>To join in and try to sing the birthday "<i>Cumpleaños feliz</i>"</p>
Rainbows	<p>To listen and respond physically to some colours (eg. Red, yellow, green and blue)</p> <p>To attempt to say a colour in Spanish</p> <p>To join in with a guessing game to anticipate the colour</p>
Families and bears	<p>To listen and respond to the question 'What are you called?'</p> <p>To attempt to say the name phrase in Spanish (I am called...)</p> <p>To be aware of some nouns of members of the family in Spanish.</p>
Having fun whilst listening and joining in	<p>To listen and respond physically to a greeting, a colour and a number.</p> <p>To attempt to ask and answer in Spanish the question 'What are you called?'</p> <p>To join in with an authentic Spanish song.</p>

Key Stage 1

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

KS1 Year A : 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)*

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.

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'

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

KS1 Year A – End Points

My School (Greetings, Numbers)	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 say numbers 1-10 in a random order To say a sequence of numbers To be able to identify a specific number
Myself (Pets)	To know some nouns for pets in Spanish To say the name for their own pets To say the name for some pets in the plural form
Places (Farm)	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.
Calendar (Birthdays)	To say their age in Spanish To listen and respond physically to the months of year in Spanish To name their birthday month in Spanish To identify written Spanish months To know some facts about Mexican birthdays and piñatas and begin to understand that Spanish is spoken in countries other than Spain
Adjectives (Rainbow Colours)	To listen, respond physically and say some familiar colours. Eg. red, yellow, green and blue. To be able to identify a specific colour To say some familiar colours. Eg. red, yellow, green and blue.
Food (Fruit & Vegetables)	To know the nouns for some familiar fruit and vegetables To say some familiar fruits and vegetables To answer a question about their favourite fruit

KS1 - Year B : MFL skills progression	
<p>KS1: Learning Objectives</p> <ul style="list-style-type: none"> • 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. • <i>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)</i> 	<p>Speaking</p> <ul style="list-style-type: none"> • 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
<p>Listening</p> <ul style="list-style-type: none"> • 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. 	<p>Reading</p> <ul style="list-style-type: none"> • Exploring to recognise some important words written in Spanish e.g. greetings or a number/day of the week. <p>Culture</p> <ul style="list-style-type: none"> • To recognise and compare weather between England and Spain • To recognise how birthdays are celebrated differently in Spain

KS1 Year B – End Points	
My School (Playground games)	To say numbers 1-10 To join in with a playground game identifying numbers To say days of the week To join in with a playground game identifying days of the week
Myself (Body Parts)	To listen and respond physically to specific body parts in Spanish To say some body parts in Spanish To perform an authentic rhyme of the “Marino Bailo”
Places (My Garden)	To identify and name some minibeasts To attempt to read some written nouns for minibeasts To join in with a butterfly lifecycle performance
Calendar (Seasons and Weather)	To listen and physically respond to some weather phrases

	<p>To attempt to say some weather phrases</p> <p>To join in with the weather song 'Si Tu Aimes Le Soleil'</p>
Adjectives (Animals)	<p>To know some nouns for woodland creatures</p> <p>To know some nouns for sea creatures</p> <p>To join in with games responding physically to woodland/sea creatures nouns.</p>
Food (Breakfast)	<p>To know some nouns for breakfast items</p> <p>To attempt to join in with the '<i>Chocolat Chaud</i>' rhyme</p> <p>To know there are some similarities and differences between breakfast in Spain and in the UK</p>

Key Stage 2

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

N.B. *The children are in mixed age classes and will be working towards the mastery of each skill descriptor by the end of the two year cycle. The age and stage of a learner is taken into account through expectations of some activities and outcomes.*

LKS2 Year A: MFL skills progression	
<p>Lower KS2: POS</p> <ul style="list-style-type: none"> • 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 	<p>Reading <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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. <p>Listening <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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 	<p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
	<p><u>Grammar</u></p> <ul style="list-style-type: none"> • 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.
	<p><u>Culture</u></p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences.

LKS2 Year A– End Points	
My School, (Classroom Instructions), Myself, My Family (Members & Face)	<p>Can listen, recall and respond to classroom instructions in Spanish.</p> <p>Can say some family nouns in Spanish.</p> <p>Can write in first person singular about family members in Spanish.</p>

	Can recall some parts of the face in Spanish.
Places (In My Town, Doctors), Calendar (Days and Months, Easter Traditions	<p>Can recall key places in the town in Spanish.</p> <p>Can say, read and write simple directions around a town in Spanish.</p> <p>Can say how they feel when unwell in Spanish.</p> <p>Can understand, say and write some days of the year and months of the year in Spanish.</p> <p>Identify similarities and differences between how Easter is celebrated in the UK and in Spain.</p>
Food (Fruit & Vegetables), Adjectives (Animals)	<p>Can ask politely for fruit and vegetables in Spanish.</p> <p>Can write, with support, a simple sentence in first person singular in Spanish.</p> <p>Can write a simple sentence to describe a jungle animal in Spanish.</p> <p>Can understand adjectives to describe jungle animals in Spanish.</p>

LKS2 Year B : MFL skills progression	
<p>Lower KS2: POS</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding 	<p>Reading</p> <p><i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> Can recognise and read out a few familiar words and phrases Begin to identify nouns and word families / plural and singular identification

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Can read aloud familiar words and phrases. • Can understand simple written phrases. • Can match sounds to familiar written words.
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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. 	<p>Listening <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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 <p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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 <p>Grammar</p> <ul style="list-style-type: none"> • 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 an adjective after a noun in a Spanish

	<ul style="list-style-type: none"> • 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.
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences.

LKS2 Year B – End Points	
<p>My School (Rooms & Classroom Items), Myself, My Family (Members and Body Parts)</p>	<p>Can say and write the name of rooms in school in Spanish</p> <p>Can say and write nouns for some classroom objects in Spanish</p> <p>Can complete the sentence “Hay (there is / are)_with classroom object nouns</p> <p>Can understand and respond to body part nouns in Spanish</p> <p>Can write a description of a person using nouns, numbers and colours in Spanish</p>
<p>Places (Where I Live), Calendar (My Age, Carnival)</p>	<p>Can answer questions about where they live in Spanish</p> <p>Can identify differences between a Spanish town and Warrington in Spanish</p> <p>Can recall some facts about the Spanish festival of Carnival</p> <p>Can ask and answer questions about their age in Spanish</p> <p>Say and write some numbers between 1-31</p>
<p>Food (Ice Cream), Adjectives (The Weather)</p>	<p>Can say different types of weather phrases in Spanish</p>

- Can name the seasons in Spanish
- Can write a simple sentence to describe the weather in Spanish
- Can say ice cream flavours and spot sounds in the flavours in Spanish
- Can say an ice cream order in Spanish

UKS2 Year A: 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

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

<ul style="list-style-type: none"> • 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 	<p><i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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 sequences (e.g. recipe, poem, story)
<p><u>Writing</u> <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write two or three short 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 	<p><u>Speaking</u> <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • 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" <p><u>Culture</u></p> <ul style="list-style-type: none"> • 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.

UKS2 Year A – End Points

<p>My School (My Subjects), Myself, My Family (My Clothes)</p>	<p>Can have a conversation with a friend involving what their name is, how they are feeling, how old they are and where they live.</p> <p>Can say a third person singular sentence with details about someone else.</p> <p>Can say an extended opinion of a school subject including a reason for liking/disliking a subject.</p> <p>Can say, read and write a simple description of an item of clothing.</p> <p>Can understand the plural words for 'the' and 'some'.</p> <p>Can use the correct grammar for writing adjectives as colours – singular, plural, masculine, feminine.</p>
<p>Places (Directions, Cities in Spain), Calendar (Time and Routines)</p>	<p>Can understand 'o'clock' phrases in Spanish</p> <p>Can talk about daily routine in Spanish</p> <p>Can answer questions about daily routine in Spanish</p> <p>Can recall some facts about a city in Spain</p> <p>Can ask and answer some simple questions about a city/town</p> <p>Can write simple descriptive sentences to describe where things are in their town.</p>
<p>Food (Healthy Eating), Performance Time (Shopping Dialogue)</p>	<p>Can read, understand and write some fruit and vegetables in Spanish and use these in simple dialogues.</p>

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.

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”.

Can write some fruits and vegetables

Can participate in short sketches using familiar language

Can understand and write a simple recipe in Spanish

UKS2 Year B: 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

	<ul style="list-style-type: none"> • Able to identify key familiar information in spoken text._ • Able to follow a simple story in Spanish • Able to follow classroom instructions in Spanish
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write two or three short 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. 	<p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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. <p>Grammar</p> <ul style="list-style-type: none"> • 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 <p>Culture</p> <ul style="list-style-type: none"> • 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.

UKS2 Year B – End Points

My School (My ID Card), Myself, My Family (Homes and Houses)

- Can use 'soy' to give personal details and information
- Can ask and answer questions about someone's identity
- Can understand the nouns for rooms in a house in Spanish
- Can read and understand some simple descriptions of rooms in a house in Spanish.
- Can write descriptive sentences using colours and size to describe a house in Spanish
- Can recognise and understand some familiar and unfamiliar nouns in Spanish
- Can understand some prepositions

Places (Beach, Park and Sports), Calendar (La feria de Abril)

- Children can understand and write some information about a sport in Spanish.
- Children can express a like or dislike of a sport in Spanish.
- Children can read aloud and understand sentences about the beach in Spanish.
- Children can read and understand some facts about going to the beach in Spanish.
- Can say or write a simple persuasive sentence using "puedes" before a verb.
- Can recall some key facts about a Spanish tradition e.g La feria de Abril

Food (Café, Culture and Restaurant), Performance Time (Café Dialogue)

- Know some facts about Spanish café culture
- Can ask politely for snacks and drinks in Spanish
- Can understand some information about Spanish food and meals
- Can participate in short sketches using familiar language

