

Cherry Tree Academy

MFL

Our Intended Curriculum

<p>Rec: Objectives</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>□</p>	<p>Speaking</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>Listening</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>Culture</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
<p>Reception – End Points</p>	
<p>Hello, goodbye</p>	<ul style="list-style-type: none"> □ 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
<p>Counting</p>	<ul style="list-style-type: none"> □ languageTo 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”
<p>Days and Birthdays</p>	<ul style="list-style-type: none"> □ 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 “Cumpleaños feliz”
<p>Rainbows</p>	<ul style="list-style-type: none"> □ 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
<p>Families and bears</p>	<ul style="list-style-type: none"> □ To listen and respond to the question ‘What are you called?’ □ To attempt to say the name phrase in Spanish (I am called...)

	<input type="checkbox"/> To be aware of some nouns of members of the family in Spanish
Having fun whilst listening and joining in	<input type="checkbox"/> To listen and respond physically to a greeting, a colour and a number <input type="checkbox"/> To attempt to ask and answer in Spanish the question 'What are you called?' <input type="checkbox"/> To join in with an authentic Spanish song

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 <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> 	Speaking <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 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 <input type="checkbox"/> Can say 'how they are feeling'
	Reading <ul style="list-style-type: none"> <input type="checkbox"/> Beginning to recognise some important words written in Spanish e.g. greetings or colour
Listening <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 	Culture <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 • Developing our understanding of people in the world around us

KS1 Year A – End Points

Greetings, Farewells and Name Phrase	<input type="checkbox"/> To listen and respond physically to specific greetings such as: 'good morning, good afternoon and good night' <input type="checkbox"/> To listen, respond and answer the question 'What are you called?' <input type="checkbox"/> To join in with an authentic Spanish rhyme
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Colours, Numbers 1-10 and Greetings	<input type="checkbox"/> To listen and respond physically to some familiar colours. Eg. red, yellow, green and blue. <input type="checkbox"/> To say a sequence of numbers <input type="checkbox"/> To be able to identify a specific number and colour <input type="checkbox"/> To know some facts about a Spanish Christmas
Rhymes, Songs and Games	<input type="checkbox"/> To listen and respond physically to specific familiar language in practised authentic rhyme (Incey Wincey Spider) <input type="checkbox"/> To join in with names of animals, in a animal carnival rhyme <input type="checkbox"/> To know some facts about epiphany and the arrival of the three kings
Animals	<input type="checkbox"/> To listen and respond physically to the names of animals <input type="checkbox"/> To join in with the animal nouns in the Spanish version of Old Macdonald had a Farm <input type="checkbox"/> To know that animal sounds are different in Spanish
Fish Fun	<input type="checkbox"/> To listen and respond physically to specific familiar language (Numbers, name and family members) <input type="checkbox"/> To say numbers 1-10 in a random order <input type="checkbox"/> To perform traditional rhymes
Sunshine, Rain and Seasons	<input type="checkbox"/> To listen and respond physically to some phrases about the weather <input type="checkbox"/> To say a weather phrase <input type="checkbox"/> To perform a traditional rhyme

KS1 Year B: 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

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

KS1 Year B – 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

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

	<input type="checkbox"/> To identify written Spanish months
Butterflies, Bees and Plant Pot Story	<input type="checkbox"/> To listen and respond to an authentic rhyme about butterflies in Spanish <input type="checkbox"/> To say aloud specific sounds in unfamiliar nouns in Spanish <input type="checkbox"/> To know some facts about the Easter bells and the role of these in a Spanish Easter in Spanish
Exploring Animal Kingdoms	<input type="checkbox"/> To listen and respond to a story containing familiar language (names, colours and greetings) in Spanish

	<input type="checkbox"/> To identify numbers and colours in spoken and written form in Spanish <input type="checkbox"/> To practise, remember and perform a poem in Spanish about the animal kingdom in Spanish
Celebrate	<input type="checkbox"/> To listen and respond to a story using familiar language containing names, colours, greetings, numbers and animals in Spanish <input type="checkbox"/> To practise, remember and perform an action song in Spanish <input type="checkbox"/> 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

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

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

	<ul style="list-style-type: none"> • 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"> <input type="checkbox"/> Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences
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LKS2 Year A – End Points

<p>A new start</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To say greetings in Spanish <input type="checkbox"/> To ask and answer about feelings in Spanish <input type="checkbox"/> To say, recall, identify numbers between 1 and 10 in Spanish <input type="checkbox"/> To write sentence my name is
<p>Calendar and celebrations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To understand and say some days of the week in Spanish <input type="checkbox"/> To attempt to write some days of the week in Spanish <input type="checkbox"/> To understand, say and try to write some months of the year in Spanish

	<input type="checkbox"/> To begin to write months of the year in Spanish
Animals I like/I don't like	<input type="checkbox"/> To say and read the name of some animals in Spanish <input type="checkbox"/> To begin to recognise some plural nouns for animals in Spanish <input type="checkbox"/> To begin to understand a simple story in Spanish
	<input type="checkbox"/> To begin to copy some names of animals in Spanish <input type="checkbox"/> To complete the sentence "I like + plural noun for favourite animal"
Carnival/Colours	<input type="checkbox"/> To know some facts about Carnival in Spain <input type="checkbox"/> To participate in games using the days of the week and months of the year in Spanish <input type="checkbox"/> To ask and answer my name in Spanish <input type="checkbox"/> To participate in games involving numbers in Spanish <input type="checkbox"/> To be able to write and complete the sentence 'My favourite colour is...' in Spanish
Hungry Giant	<input type="checkbox"/> To understand and participate in games involving fruit and vegetable nouns in Spanish <input type="checkbox"/> To ask politely for a fruit or vegetable item in Spanish <input type="checkbox"/> To say some nouns for breakfast foods in Spanish <input type="checkbox"/> To listen, understand and enjoy a story in Spanish <input type="checkbox"/> To write some names of fruits and vegetables in Spanish <input type="checkbox"/> To write with support a simple sentence or several sentences in 1 st person singular, linked to Hungry Giant cartoon story
Going on a picnic	<input type="checkbox"/> To say when I live in Spanish <input type="checkbox"/> To complete some simple sentences to say where I live and what I am called in Spanish <input type="checkbox"/> To recall nouns for picnic items in Spanish <input type="checkbox"/> To write a sentence 'I live in Warrington' in Spanish <input type="checkbox"/> To write a simple descriptive sentence, using verb, noun and adjective

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 • 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</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 • Can read aloud familiar words and phrases • Can understand simple written phrases • Can match sounds to familiar written words
<p>Writing</p> <p><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</p> <p><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</p> <p><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>Speaking</p> <p><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

		<u>Grammar</u>
		<input type="checkbox"/> Can identify nouns in a Spanish phrase or sentence
		<ul style="list-style-type: none"> • 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 • 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
		<u>Culture</u> <input type="checkbox"/> Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences
LKS2 Year B – End Points		
Welcome to our school	<input type="checkbox"/> To ask and answer questions about self in Spanish <input type="checkbox"/> To listen, recall and respond to classroom instructions in Spanish <input type="checkbox"/> To say and write the name of rooms in school in Spanish <input type="checkbox"/> To say and write nouns for some classroom objects in Spanish <input type="checkbox"/> To complete the sentence “Il y a (there is / are)_with classroom object	
My Town, your town	<input type="checkbox"/> To say and recognise some places in a town in nouns Spanish <input type="checkbox"/> To give simple directions in a town eg. ‘Where is...’ in Spanish <input type="checkbox"/> To read and understand some useful directions in Spanish <input type="checkbox"/> To identify differences between a Spanish town and Warrington in Spanish	

	<input type="checkbox"/> To copy some names of places in a town: Church, shop, park, pharmacy, town hall in Spanish <input type="checkbox"/> To write a sentence using "Il y a (there is /are) and nouns of shops in a place or town
Family members	<input type="checkbox"/> To know some important facts about Epiphany in Spain <input type="checkbox"/> To say some family nouns in Spanish <input type="checkbox"/> To write personal information sentences in 1 st person singular about a family member in Spanish
Celebrating Carnival Animals/Body Parts	<input type="checkbox"/> To understand and say aloud animal nouns in Spanish <input type="checkbox"/> To understand and respond to body part nouns and commands in Spanish <input type="checkbox"/> To describe an person using nouns, numbers and colours in Spanish <input type="checkbox"/> To write some body parts in Spanish <input type="checkbox"/> To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective
Jungle Animals	<input type="checkbox"/> To understand and remember some jungle animal nouns in Spanish <input type="checkbox"/> To understand adjectives to describe jungle animals in Spanish <input type="checkbox"/> To write a simple sentence or sequence of sentences to describe a jungle animal in Spanish <input type="checkbox"/> To understand and write simple phrases and sentences in Spanish <input type="checkbox"/> To write a sequence of simple descriptive sentences, using verb, noun and adjective
Summertime	<input type="checkbox"/> To say different types of weather phrases in Spanish <input type="checkbox"/> To play games involving weather phrases in Spanish <input type="checkbox"/> To say ice cream flavours and spot sounds in the flavours in Spanish <input type="checkbox"/> To write a simple sentence to describe the weather in Spanish <input type="checkbox"/> To say an ice cream order in Spanish

UKS2 Year A: MFL skills progression	
<p>Upper 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</p> <p><i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • 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 <p>□</p> <p>Listening</p> <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>Writing</p> <p><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 	<p>Speaking</p> <p><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

<ul style="list-style-type: none"> <input type="checkbox"/> Can use some common conjunctions to create extended sentences <input type="checkbox"/> Can attempt to write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> Can share ideas and information through written work with some support to a range of audiences 	<ul style="list-style-type: none"> • 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 to express a like • Form negative with these two parts • Use the 3rd person singular of common personal information verbs-
	<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

My school, my subjects	<ul style="list-style-type: none"> <input type="checkbox"/> To introduce themselves with simple sentences in Spanish <input type="checkbox"/> To explain in more detail about how they are feeling <input type="checkbox"/> To give an opinion on school subjects in Spanish <input type="checkbox"/> To write nouns for school subjects in Spanish <input type="checkbox"/> To write an opinion of a school subject in Spanish
In the city	<ul style="list-style-type: none"> <input type="checkbox"/> To say a simple sequence of sentences using nouns to describe a city or town in Spanish <input type="checkbox"/> To understand and give simple information about a city in Spanish

	<input type="checkbox"/> To names differences between a city in Spain and a city in England in Spanish <input type="checkbox"/> To write a simple sentence using nouns to describe a city in Spanish
Healthy Eating	<input type="checkbox"/> To say some fruit and vegetables in Spanish and use these in simple dialogues <input type="checkbox"/> To read and understand fruit and vegetables in written texts in Spanish <input type="checkbox"/> To follow and understand a simple story involving fruit and vegetables in Spanish <input type="checkbox"/> To read simple instructions for a recipe in Spanish

	<input type="checkbox"/> To write some names of fruit and vegetables in Spanish
Colours/Clothes Descriptions	<input type="checkbox"/> To say nouns for some items of clothing in Spanish <input type="checkbox"/> To read descriptive sentences with nouns and colour adjectives in Spanish <input type="checkbox"/> To write descriptive sentences using adjectives and nouns in Spanish
Out of this world	<input type="checkbox"/> To ask and answer questions about someone's identity in Spanish <input type="checkbox"/> To read simple information about planets in Spanish <input type="checkbox"/> To read simple sentences about an imaginary planet in Spanish
Going to the beach	<input type="checkbox"/> To read aloud and understand sentences about the seaside in Spanish <input type="checkbox"/> To creative simple persuasive extended sentences in Spanish <input type="checkbox"/> To follow a story about going to the beach in Spanish <input type="checkbox"/> To read and understand facts about going to the beach 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 □ 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 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

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.

- Can share ideas and information through written work with some support to a range of audiences

- 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 to express a like
- Form negative with these two parts
- Use the 3rd person singular of common personal information verbs

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

UKS2 Year B – End Points

Everyday Life and time	<input type="checkbox"/> To recall phrases to describe feelings in Spanish <input type="checkbox"/> To understand 'o'clock' phrases in Spanish <input type="checkbox"/> To talk about daily routine in Spanish <input type="checkbox"/> To answer questions about daily routine in Spanish
Where I live, where you live	<input type="checkbox"/> To understand the nouns for rooms in a house in Spanish <input type="checkbox"/> To read and understand simple descriptions of rooms in a house in Spanish <input type="checkbox"/> To write descriptive sentences using colours and size to describe a house in Spanish <input type="checkbox"/> To recognise and understand familiar and unfamiliar nouns in Spanish
Playing and Enjoying Sport	<input type="checkbox"/> To create opinions about a sport in Spanish
	<input type="checkbox"/> To understand and write simple information about a sport in Spanish <input type="checkbox"/> To express a like or dislike of a sport in Spanish
Fun at the fair	<input type="checkbox"/> To ask and answer preferences/feelings about fairground rides in Spanish <input type="checkbox"/> To write simple sentences about a funfair in Spanish <input type="checkbox"/> To learn the nouns for rides in Spanish
Café culture, restaurants	<input type="checkbox"/> To know some facts about Spanish café culture <input type="checkbox"/> To ask politely for snacks and drinks in Spanish <input type="checkbox"/> To understand information about Spanish food and meals
Performance time	<input type="checkbox"/> To create a simple mindfulness script using senses verbs in Spanish

To recall familiar core language in Spanish

To participate in short sketches using familiar language