



ST MARY'S CATHOLIC
PRIMARY SCHOOL

PROGRESSION IN
KNOWLEDGE AND SKILLS

Modern Foreign Languages

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

Understand and respond to spoken and written language from a variety of authentic sources.

Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Discover and develop an appreciation of a range of writing in the language studied.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At William Patten, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures. At St Mary's Catholic Primary School we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

In KS2, each class has a timetabled Spanish lesson of up to an hour. The whole lesson is delivered in Spanish by a Spanish teacher. Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.

Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content, as well as by native Spanish speaker within the wider school community.

Cross curricular links with computing are provided using Spanish language apps.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory.

Knowledge and skills in Spanish are progressive from one year to the next and are mapped across the school.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world. They are also developing confidence across the main aims of the National Curriculum.

National Curriculum

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries

Aims

The national curriculum for languages aims to ensure that all pupils:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied.

Skills Progression

Subject area: MFL Spanish

Key Skills

Expressing thoughts and ideas in other languages, understand and respond to its speakers, in speech and in writing.

Key knowledge

Vocabulary for days of week, months of year, numbers, colours, family member, animals, weather

Skill	Year 3	Year 4	Year 5	Year 6
Listening	<p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p>	<p>Listen to and appreciate poems, songs and rhymes in the Spanish.</p> <p>Follow text in the songs, identifying words Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Listen to and appreciate stories and poems in the</p>

			'authentic' conversation, picking out specific vocabulary	language. Identify patterns of language and link sound to spelling
	Year 3	Year 4	Year 5	Year 6
Speaking Knowledge	Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers	Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers including colours	Learn specific vocabulary; Ask and answer more complex familiar questions with a scaffold of responses	Learn specific vocabulary; Know vocabulary to Engage in short, scripted conversations
Speaking Skill	Recognise a familiar question and respond with a simple rehearsed phrase Name objects and actions and link words with a simple connective	Ask and answer questions with a rehearsed response using appropriate intonation Use common phrases Use description words e.g. colours, size Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers	Begin to use action words Ask for clarification and help	Express opinions in short conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence
	Year 3	Year 4	Year 5	Year 6
Writing Knowledge	Attempt to write simple phrases from memory	Attempt to write simple, short taught phrases from memory	Know how to use dictionaries to begin to find the meaning of unknown words and to translate own ideas	To know enough vocabulary to write a series of extended sentences
Writing Skills	Copy simple vocabulary	Write simple, short taught phrases from memory	Write simple, short taught sentences from memory	Present ideas and information in writing to an audience

	Attempt to write taught vocabulary (single words) from memory	Write simple, short taught sentences from memory	including questions and responses	Adapt taught phrases to create new sentences
	Year 3	Year 4	Year 5	Year 6
Reading Knowledge	Recognise written vocabulary/ single words	Recognise and know simple written phrases begin to show understanding of more complex written phrases	Know how to use a dictionary to find the meaning of unknown words	Use a dictionary to understand the definition of unknown words
Reading Skills	Begin to recognise written vocabulary/ single words Begin to recognise written phrases	Begin to recognise simple written phrases	Read and show understanding of more complex written phrases Read and show understanding of simple writing	Practice reading longer texts aloud, containing taught phrases and vocabulary Present ideas and information orally to an audience
	Year 3	Year 4	Year 5	Year 6
Basic Grammar Skills	Use un/una with nouns to identify gender	Use I and you Use adjectives with nouns Be able to form positive and negative versions of phrases. e.g. me gusta/ no me gusta	Use adjectives with nouns Begin to use verbs in the first person e.g. Yo corro (I run)	Consolidation of earlier grammar work Begin to use verbs in the second and third person

 **SPANISH A* MAT**

Qualifiers

un poco
a bit
muy
very
bastante
quite
verdaderamente
really
extremadamente
extremely
demasiado
too much

Past tense verbs

fui – I went
ví – I saw
comí – I ate
hablé – I spoke

Future tense verbs

voy a ir – I will go
voy a ver – I will see
voy a comer – I will eat
voy a hablar – I will speak

personal pronouns	ser (to be)	estar (to be)	tener (to have)	hacer (to make/do)	ir (to go)
yo (I)	soy	estoy	tengo	hago	voy
tú (you)	eres	estás	tienes	haces	vas
él / ella (he/she) Usted (you polite)	es	está	tiene	hace	va
nosotros/as (we)	somos	estamos	tenemos	hacemos	vamos
vosotros/as (you plural)	sois	estáis	tenéis	hacéis	vais
ellos/as (they) Ustedes (you plural polite)	son	están	tienen	hacen	van

Time phrases

ayer - yesterday
anteayer - the day before yesterday
hace un año - a year ago
hoy - today
mañana - tomorrow
esta semana - this week
la semana - last week
pasada
la semana - next week
que viene
por la - in the morning
mañana
por la tarde - in the afternoon
por la noche - at night
siempre - always
a menudo - often
a veces - sometimes
cada día - every day
los lunes - on Mondays
rara vez - rarely
nunca - never

Connectives

y - and
pero - but
también - also
cuando - when
además - furthermore
por otra parte - furthermore
aunque - although
sin embargo - however
entonces / luego - then
por eso - therefore
por lo tanto - therefore
a causa de - because of
así que - so
porque - because
ya que - given that / as
mientras - whilst

Opinions phrases

pienso que es... - I think it is...
creo que es... - I believe it is...
considero que es... - I believe it is...
opino que es... - I believe it is...
en mi opinión... - In my opinion
desde mi punta - from my point
de vista - of view
a mi parecer - the way I see it
me parece - it seems
prefiero - I prefer
me gusta(n) - I like
amo - I love
no me gusta(n) - I don't like
odio - I hate
no soporto - I can't stand
me da igual - I don't care about it
lo bueno es que... (+subj.) - the good thing is that...
lo malo es que... (+subj.) - the bad thing is that...

Question words

¿dónde? - where? ¿quién? - who? ¿qué? - what? ¿cuánto(s)? - how much?
¿cuándo? - when? ¿cómo? - how? ¿cuál? - which? ¿por qué? - why?