

The Canterbury Primary School



Knowledge and Skills Progression Document

MFL

Strands of the subject		Year 1 FRENCH/T1	Year 2 FRENCH/T1	Year 3 FRENCH/T1	Year 4 FRENCH/T1	Year 5 FRENCH/T1	Year 6 FRENCH/T1
Early Language	<p>Year 1 There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will:</p> <p>Year 2 There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will:</p>	<p><i>Greetings/song Listening</i></p> <ul style="list-style-type: none"> • Learn to say 'hello' and 'goodbye' • Learn and join in with singing the 'Goodbye song' • Learn to introduce themselves by their name • Find out how Christmas is celebrated in France • Learn to wish a 'Merry Christmas' in French 	<p><i>Fruits/Les fruits Listening</i></p> <ul style="list-style-type: none"> • Learn to introduce themselves by their name • Learn to respond appropriately when asked how they are feeling eg 'How are you?' 'I am feeling well' 	<p><i>Name & Age and numbers 1-31 Listening</i></p> <p>Children will be able to: Understand a few familiar spoken words and phrases - e.g., the teacher's instructions:</p> <ul style="list-style-type: none"> • a few words and phrases in a song or a rhyme • Numbers <p>Follow simple instructions.</p>	<p><i>Where do you live? Listening</i></p> <p>Children will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> • Basic phrases concerning myself, my family, where they live and school. 	<p><i>Weather Listening</i></p> <p>Children will be able to: Understand the main points from a short-spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> • A short rhyme or song, a telephone message, announcement or weather forecast. 	<p><i>Clothes/ French fashion Listening</i></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of authentic sources.

		<p>T2 Animals/song Listening</p> <p>-learn to new vocabulary about animals.</p> <ul style="list-style-type: none"> • Learn and join in with singing the 'Les animaux' 	<p>-learn to say the names of a range of fruits.</p> <ul style="list-style-type: none"> • Find out how Christmas is celebrated in France • Learn to wish a 'Merry Christmas' in French. 	<p>Speaking</p> <p>Children will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Greeting someone • Saying oui, non, s'il vous plait, merci (or equivalents in other languages) 	<p>T2 Places in school & directions Listening</p> <p>Children will be able to: Listen for specific phonemes, words and phrases. Basic phrases concerning myself, my family, where they live and school directions.</p> <p>Speaking</p> <p>Communicate by asking and answering a wider range of questions and</p>	<ul style="list-style-type: none"> • Sentences describing what people are wearing, what they are doing, an announcement or message. <p>Speaking</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Ask and answer simple questions and talk about their interests - e.g. • taking part in an interview about my area and interests; a survey about weather or favourite season. • Discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; <p>Reading</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand the main point(s) and 	<p>Speaking</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. • Give a short-prepared talk, on a topic of choice, including expressing opinions - e.g. • Talking on a familiar subject; Describing a picture or part of a story. <p>Reading</p> <p>Children will be able to</p>
		<p>T3 Colours/ song Listening</p> <ul style="list-style-type: none"> • Learn to say the names of a range of colours • Locate France and England on a map and look at the French flag • Learn that the French flag is called the 'Tricolore' and the names of the colours on the flag <p>Spanish /T4</p>	<p>T2 Family /Famille Listening</p> <ul style="list-style-type: none"> • Learn to say how many brothers and sister have • Learn how to label and create your own family tree. • Learn to respond appropriately when asked how many brothers, sisters, grandparents....d o you have. 	<p>Reading</p> <p>Children will be able to recognize and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> • From stories and rhymes • The date <p>Writing</p> <p>Children will be able to: Can write or copy</p>	<p>T3 Food and opinions</p> <p>Arriving in Year 5 able to...</p> <p>Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases.</p>		

		<p>Greetings/song Listening</p> <ul style="list-style-type: none"> • Learn to say 'hello' and 'goodbye' • Learn and join in with singing the 'Hola song' • Learn to introduce themselves by their name <p>T5 Family/song Listening</p> <ul style="list-style-type: none"> • Learn to say family members. • Learn and join in with singing the 'Mi familia' • Learn to say how many brothers and sister have. <p>T6</p>	<p>T3 Body parts Listening</p> <ul style="list-style-type: none"> • Learn to say body parts • Learn and join in with singing the 'Tete, epoule...' • Learn and recognise body parts by pointing at the partner. <p>Spanish /T4 Colours Listening</p> <ul style="list-style-type: none"> • Learn to say the names of a range of colours engaging on games and songs. • Learn and draw the rainbow and labelled after. <p>T5 Family and numbers Listening</p>	<p>simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> • Numbers <p>T2 Colours/ days of the week</p> <p>Listening Children will be able to: understand familiar spoken words and phrases e.g., the teacher's instructions:</p> <ul style="list-style-type: none"> • Colours • Days of the week. <p>Speaking Communicate with others using simple words, phrases, and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation</p>	<p>Listen to a short text using familiar vocabulary and answer simple questions in English. Respond to a wide range of classroom instructions.</p> <p>Speaking Join in speaking activities willingly and confidently. Recall simple vocabulary such as colours, parts of the body, where do you live, directions, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. <i>I have brown eyes.</i> Begin to use simple conjunctions e.g. <i>I have brown</i></p>	<p>some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> • Three to four sentences of information about a friend, a description of someone's school day. <p>Writing Children will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none"> • a postcard, a simple note or message, an identity card <p>Write a short text on a familiar topic, adapting language which they have already learnt- e.g.</p> <ul style="list-style-type: none"> • Three to four sentences for a 	<p>understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> • A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... • Discover and develop an appreciation of a range of writing in French <p>Writing</p> <p>Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> • Paragraphs of three to four sentences about myself, • About a story or a picture; a
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		<p>Body parts/song Listening</p> <ul style="list-style-type: none"> • Learn to say body parts • Learn and join in with singing the 'Cabeza, hombros...' • Learn and recognise body parts by pointing at the partner. 	<ul style="list-style-type: none"> • Learn to say how many brothers and sister have. • Learn to say numbers • Learn and join in with singing the 'Mi familia' • Learn to respond appropriately when asked how many brothers, sisters, grandparents....do you have. <p>T6 Body parts and art with numbers Listening</p> <ul style="list-style-type: none"> • Learn to respond appropriately when asked how many hands, shoulders....do you have. 	<p>and intonation naming colours and days of the week.</p> <p>Reading Recognise and understand some familiar written words and phrases. Show awareness of sound-spelling links.</p> <p>Writing Write some familiar simple words using a model and some from memory.</p> <p>Grammar Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Gender – masculine, feminine – nouns (singular) • Word order of adjectives 	<p><i>eyes and black hair</i></p> <p>Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like</p> <p>Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.</p> <p>Ask and answer questions in 1st, 2nd, 3rd person singular.</p> <p>Begin to use pronouns.</p> <p>Recite a few lines from a story, poem or song with good pronunciation</p> <p>Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves,</p>	<p>wall display; a simple e-mail message ...</p> <p>T2 Sports Listening</p> <p>Children will be able to: Attentively and understand more complex phrases and sentences</p> <p>Speaking Take part in short conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Understand and express more complex opinions</p> <p>Explore the patterns and sounds of language to help</p>	<p>message containing three to four sentences; a postcard or greetings card</p> <p>T2 Weather & Opinions Listening</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage</i> <p>Understand longer and more complex phrases or sentences e.g. <i>descriptions, information, instructions</i></p> <p>Speaking Use spoken language to initiate and sustain simple conversations on familiar topics and to describe</p>
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				<ul style="list-style-type: none"> • How to form the negative <p>T3 <i>Food and fruits & very hungry caterpillar story.</i> Arriving in Year 4 able to... Enjoy listening to songs, poems, and stories. Listen carefully and identify familiar words in songs, poems, and simple stories. Recognise, with confidence, the Spanish alphabet and Spanish culture.</p> <p>Follow simple classroom instructions.</p> <p>Speaking Take risks when practising new language and understand that making accurate sounds in another language means they will have to</p>	families, and hobbies. Reading Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. Follow a text displayed in the classroom at the same as listening to it. Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign	develop accurate pronunciation and intonation Reading Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud Writing Write simple sentences and short texts using a model Use a dictionary to check the spelling of words. Grammar Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine, neuter-	incidents or tell stories from own experience Understand and begin to use the past tense to describe events Present to an audience e.g. <i>role-play, presentation, performance.</i> Reading Read aloud from a text with good expression Read and understand the main points and some detail from a short-written passage. Writing Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Grammar
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				<p>make different mouth movements.</p> <p>Pronounce familiar language with good pronunciation and intonation.</p> <p>Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p> <p>Express likes and begin to express dislikes.</p> <p>Reading</p> <p>Identify familiar words in a short text e.g., a short verse of a poem, two or three sentences taken from a familiar story or song and give their meaning in English.</p>	<p>language and that these affect the pronunciation of words.</p> <p>Begin to use a bilingual dictionary to check the meaning of new words</p> <p>Writing</p> <p>Write a few sentences using words banks and writing frames for support.</p> <p>Begin to use pronouns.</p> <p>Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.</p> <p>Show willingness to have a go at writing new words using phonic knowledge.</p> <p>Grammar</p>	<p>adjectives, possessive pronouns</p> <ul style="list-style-type: none"> • verbs – how to form the future tense, conjugation of present tense verbs. <p>T3 School objects & opinions</p> <p>Arriving in Year 6 able to...</p> <p>Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</p> <p>Identify specific sounds in familiar and unfamiliar words.</p> <p>Identify numbers confidently to 50 and beginning to become familiar with numbers to 100.</p>	<p>Understand some basic grammar appropriate to the language being studied: verbs –begin to use the past tense, reinforce understanding of future tense and adverbs.</p> <p>T3 Sports & Opinions</p> <p>Listening</p> <p>Arriving in Year 7 able to...</p> <p>Understand that some sounds and letter combinations need to be said and written differently from in English.</p> <p>Listen to spoken foreign language for details and gist. Identify key points and some detail.</p>
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				<p>Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</p> <p>Read aloud and understand a simple conversation with a partner that uses familiar language. • a shopping lists</p> <p>Writing</p> <p>Complete a simple gapped text by adding three or four familiar words.</p> <p>Write two or three sentences on a familiar topic.</p> <p>using a writing frame and word bank</p> <p>Grammar</p> <p>Notice (where relevant) that the definite/indefinite article changes according to gender of noun.</p>	<p>Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</p> <p>Place high frequency adjectives e.g., colour and size in the correct order and see that endings can change according to gender of the nouns they describe.</p> <p>Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> with increasing accuracy.</p> <p>Spanish T4</p> <p>Greetings and numbers 1-31 /Pencil case</p>	<p>Enjoy the challenge of meeting unfamiliar language.</p> <p>Speaking</p> <p>Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</p> <p>Pronounce and use the alphabet with increasing accuracy.</p> <p>Use simple conjunctions so that they can create more complex sentences.</p> <p>Have the vocabulary to give the opinions they want to express.</p> <p>Begin to understand and use future tense in spoken language.</p> <p>Perform a role-play, recite a</p>	<p>Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p> <p>Follow a wide range of classroom instructions.</p> <p>Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7</p> <p>Speaking</p> <p>Take part in a simple conversation, ask and answer questions and express opinions.</p> <p>Retrieve numbers up to 50 with accuracy</p>
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				<p>Spanish T4</p> <p><i>Alphabet /Greetings</i></p> <p>Listening Children will be able to: Understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> •The teacher’s instructions: •Phonics • New vocabulary and phrases in a song or a rhyme. <p>Speaking Children will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Greeting someone •Recognise different patterns 	<p>Listening Children will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> • To Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age-appropriate calculations. <p>Speaking Children will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> • Saying the content and number of a pencil case making connection with colours and opinions. <p>Writing</p>	<p>short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</p> <ul style="list-style-type: none"> • Give constructive feedback to classmates. <p>Reading Work well with a partner to work out a short text containing familiar and unfamiliar language. Enjoy the challenge of working out the meaning of unfamiliar language. Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</p>	<p>and numbers up to 100 with reasonable accuracy. Use spoken language confidently to initiative and sustain a simple conversation. Present simple information on a familiar topic to the class. Use peer- and self-assessment strategies to support language learning Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help.</p>
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				<p>of the Spanish alphabet.</p> <p>Reading Children will be able to recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> • From stories and rhymes • Labels on familiar objects • The date <p>Writing Children will be able to: Can write or copy simple words or symbols correctly. Word searches</p> <p>T5 Colours/ days of the week</p> <p>Listening Children will be able to: understand</p>	<p>Children will be able to write one or two short sentences to a model and fill in the words on a simple form- e.g.,</p> <ul style="list-style-type: none"> • Word searches. <p>T5 Body parts & Picasso art</p> <p>Listening Children will be able to: Listen for specific phonemes, words and phrases.</p> <p>Speaking Communicate by asking and answering a wider range of questions and presenting short pieces of information Explore the patterns and sounds of language to help develop accurate</p>	<p>Apply phonic knowledge when meeting new words.</p> <p>Writing Write three or four sentences using word/phrase bank. Write more interesting sentences by adding one or two simple conjunctions Personalise a text by changing one or two elements. Use a bilingual dictionary and word banks to check spelling. Attempt to write two or three sentences from memory using familiar language.</p> <p>Grammar Explain confidently the word order for familiar adjectives</p>	<p>Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p> <p>Reading Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic</p>
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				<p>familiar spoken words and phrases e.g., the teacher's instructions:</p> <ul style="list-style-type: none"> • Colours • Days of the week. <p>Follow simple classroom instructions.</p> <p>Speaking Communicate with others using simple.</p> <p>words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation naming colours and days of the week.</p> <p>Reading</p>	<p>pronunciation and intonation.</p> <p>Reading Read and understand familiar written words, phrases and short texts made of simple sentences. Read a wider range of words, phrases and sentences aloud. Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p>Writing Write a short text using a model Write a few simple sentences from memory</p>	<p>Adapt endings to familiar adjectives with increasing accuracy Start to apply correct endings to a few possessive articles. Create simple sentences about the future. Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p> <p>Spanish T4 Food & Phonics Listening</p> <p>Children will be able to: Understand the main points from a short-spoken passage made up of familiar language in</p>	<p>knowledge gained throughout KS2. Understand key points and some <i>detail</i> in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. Understand key points in short written texts in unfamiliar contexts Find the meaning of new words by using a bilingual dictionary. Writing Write a short text on a familiar topic using a model and adapting language already learnt to suit their own</p>
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				<p>Recognise and understand some familiar written words and phrases. Show awareness of sound-spelling links.</p> <p>Writing Write some familiar simple words using a model and some from memory.</p> <p>Grammar Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • Gender – masculine, feminine – nouns (singular) • Word order of adjectives • How to form the negative <p>T6</p> <p><i>Food and fruits & very hungry caterpillar story.</i></p>	<p>Apply phonic knowledge to support writing.</p> <p>Grammar Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> -gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns -verbs - 1st, 2nd 3rd persons in questions and answers <p>how to form the negative.</p> <p>T6 Family, numbers and Story Arriving in Year 5 able to... Continue to enjoy listening to songs, rhymes and stories. Identify specific phonemes, words and phrases.</p>	<p>simple sentences. - e.g.</p> <ul style="list-style-type: none"> • Sentences describing what people are eating in Spanish and what are traditional dishes. <p>Speaking Children will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> • taking part in an interview about my area and interests; a survey about visited places or favourite foods; <p>Reading Children will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p>	<p>purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. Use peer and self-assessment strategies to support language learning.</p> <p>Grammar Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary Show some understanding of past and future tense in spoken</p>
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				<p>Arriving in Year 4 able to... Enjoy listening to songs, poems and stories. Listen carefully and identify familiar words in songs, poems and simple stories. Recognise, with confidence, the Spanish alphabet and Spanish culture.</p> <p>Follow simple classroom instructions.</p> <p>Speaking Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Pronounce very familiar language with good</p>	<p>Recognise numbers 1 – 31 in Spanish and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. Listen to a short text using familiar vocabulary and answer simple questions in English. Respond to a wide range of classroom instructions.</p> <p>Speaking Join in speaking activities willingly and confidently. Recall simple vocabulary such as colours, parts of the body, where do you live, directions, animals and, with</p>	<p>• very simple messages on a Menu. Writing Children will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g. • Creating their own restaurant name and Menu.</p> <p>T5 Festivals /Spanish culture Listening Children will be able to: Attentively and understand more complex phrases and sentences. Speaking Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more</p>	<p>and written work. Use high frequency adjectives with reasonable accuracy word order and endings. Apply understanding of conjugation to two or three familiar verbs in the present tense.</p> <p>T4 SPANISH</p> <p>Food & Opinions Listening Children will be able to: • understand and respond to spoken and written language from a variety of authentic sources. Speaking</p>
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				<p>pronunciation and intonation.</p> <p>Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p> <p>Express likes and begin to express dislikes.</p> <p>Reading</p> <p>Identify familiar words in a short text e.g., a short verse of a poem, two or three sentences taken from a familiar story or song and give their meaning in English.</p> <p>Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</p>	<p>practice and support, begin to use this vocabulary to build sentences, e.g. <i>I have brown eyes</i>.</p> <p>Begin to use simple conjunctions e.g. <i>I have brown eyes and black hair</i></p> <p>Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like</p> <p>Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.</p> <p>Begin to use pronouns.</p> <p>Recite a few lines from a story, poem or song with good pronunciation.</p> <p>Give a short presentation in a</p>	<p>complex sentences and present information to others.</p> <p>Understand and express more complex opinions.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p>Reading</p> <p>Read a variety of short simple texts in different formats and in different contexts.</p> <p>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <p>Writing</p> <p>Write simple sentences and short texts using</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Describing food and opinions.</p> <p>Reading</p> <p>Read aloud from a text with good expression</p> <p>Read and understand the main points and some detail from a short-written passage.</p>
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				<p>Read aloud and understand a simple conversation with a partner that uses familiar language.</p> <p>Writing Complete a simple gapped text by adding three or four familiar words. Write two or three sentences on a familiar topic using a writing frame and word bank</p> <p>Grammar Notice differences in word order. Begin to understand how to form the negative.</p>	<p>small group or with a partner e.g., a brief weather report, presentation about themselves, families, and hobbies.</p> <p>Reading Understand a short text using familiar language and be able to extract information to give simple answers in Spanish and more complex answers in English. Follow a text displayed in the classroom at the same as listening to it. Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic</p>	<p>a model Use a dictionary to check the spelling of words.</p> <p>Grammar Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • gender – masculine, feminine, neuter- - adjectives, possessive pronouns • verbs – how to form the future tense, conjugation of present tense verbs. <p>T6 Musical instruments Arriving in Year 6 able to...</p> <p>Have the confidence to listen to longer texts that contain familiar and unfamiliar</p>	<p>Writing Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <p>T5 Countries and Nationalities Listening Children will be able to:</p> <p>Understand the main points and simple opinions in spoken sources e.g. <i>story, song or passage.</i></p> <p>Understand longer and more complex phrases or sentences</p>
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				<p>knowledge when meeting new words. Understand that symbols such as accents exist in the Spanish language and that these affect the pronunciation of words. Begin to use a bilingual dictionary to check the meaning of new words.</p> <p>Writing Write a few sentences using words banks and writing frames for support. Begin to use pronouns. Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation. Show willingness to</p>	<p>language and pick out some key points. Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100. Enjoy the challenge of meeting unfamiliar language.</p> <p>Speaking Use spontaneously, a limited range of phrases and sentences to seek clarification and help. Pronounce and use the alphabet with increasing accuracy. Use simple conjunctions so that they can create more</p>	<p>Speaking Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience</p> <p>Understand and begin to use the past tense to describe events Present to an audience e.g. <i>role-play, presentation, performance.</i></p> <p>Reading Read aloud from a text with good expression</p> <p>Read and understand the main points and some detail from</p>
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					<p>have a go at writing new words using phonic knowledge.</p> <p>Grammar Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. Place high frequency adjectives e.g., colour and size in the correct order and see that endings can change according to gender of the nouns they describe. Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like</i> with increasing accuracy.</p>	<p>complex sentences. Have the vocabulary to give the opinions they want to express. Begin to understand and use future tense in spoken language. Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</p> <ul style="list-style-type: none"> • Give constructive feedback to classmates. <p>Reading Work well with a partner to work out a short text containing familiar and unfamiliar language.</p>	<p>a short-written passage.</p> <p>Writing Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <p>Grammar Understand some basic grammar appropriate to the language being studied: verbs – begin to use the past tense, reinforce understanding of future tense and adverbs.</p> <p>T6 <i>Miro & Picasso art and Spanish culture</i></p>
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						<p>Enjoy the challenge of working out the meaning of unfamiliar language. Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. Apply phonic knowledge when meeting new words.</p> <p>Writing Write three or four sentences using word/phrase bank. Write more interesting sentences by adding one or two simple's conjunctions. Personalise a text by changing one or two elements</p>	<p>Arriving in Year 7 able to...</p> <p>Understand that some sounds and letter combinations need to be said and written differently from in English.</p> <p>Listen to spoken foreign language for details and gist. Identify key points and some detail.</p> <p>Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p> <p>Follow a wide range of classroom instructions.</p> <p>Be confident and open to</p>
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						<p>Use a bilingual dictionary and word banks to check spelling. Attempt to write two or three sentences from memory using familiar language.</p> <p>Grammar</p> <p>Explain confidently the word order for familiar adjectives</p> <p>Adapt endings to familiar adjectives with increasing accuracy.</p> <p>Start to apply correct endings to a few possessive articles.</p> <p>Create simple sentences about the future.</p> <p>Have some understanding of the term 'conjugation' and what it means when looking at</p>	<p>understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7</p> <p>Speaking</p> <p>Take part in a simple conversation, ask and answer questions and express opinions.</p> <p>Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy.</p> <p>Use spoken language confidently to initiate and sustain a simple conversation.</p> <p>Present simple information on a</p>
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						<p>familiar verbs in the present tense. Explain with confidence how to form the negative in simple sentences.</p>	<p>familiar topic to the class.</p> <p>Use peer- and self-assessment strategies to support language learning</p> <p>Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</p> <p>Use a range of questions and statements spontaneously to seek clarification and help.</p> <p>Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p> <p><i>Reading</i></p>
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							<p>Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</p> <p>Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</p> <p>Understand key points and some <i>detail</i> in short written texts in familiar contexts and be able to give simple answers in French and more</p>
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complex answers in English.

Understand key points in short written texts in unfamiliar contexts

Find the meaning of new words by using a bilingual dictionary.

Writing

Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some

understanding of past and future tense.

Use peer and self-assessment strategies to support language learning.

Grammar

Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary.

Show some understanding of past and future tense in spoken and written work.

Use high frequency adjectives with reasonable accuracy word order and endings.

							Apply understanding of conjugation to two or three familiar verbs in the present tense.

End Points

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To inspire children to foster a love for foreign language learning.	To inspire children to foster a love for foreign language learning.				