

MFL Progression of Knowledge & Skills



Community	Christianity	Aspirations	Perseverance
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		Years 3/4	Years 5/6
Substantive Knowledge	Phonics	<ul style="list-style-type: none"> ñ tilde, ch, j, rr, ll ca, co, cu, ci, ce Accents Silent letters 	<ul style="list-style-type: none"> Revision of sounds in Lower KS2 ga, ge, gi, go, gu b, v, cc, qu, z ñ tilde Accents Stress placement
	Vocabulary	<ul style="list-style-type: none"> Numbers 1-10 10 colours Simple greetings Learn to say hello, my name is, ask how someone is, say how you are feeling and say goodbye Classroom instructions-sit down, stand down, silence, listen 10 ice cream flavours and how to order an in cream Numbers to 100 Nouns for family members 10 action verbs The conjunction but (pero) 7 modes of transport 10 animals 10 common fruit names with their determiners I like/I don't like (me gusta/no me gusta) Nouns and determiners for 12 classroom objects The 2 words for the possessive adjective 'my' in Spanish 'mi', 'mis' Language to describe what I have/do have not in my pencil case. 10 vegetables with their plural determiners How to ask for a kilo and/or ½ a kilo. How to use the structure 'quisiera' (I would like). The 4 seasons in Spanish and key language associated to each season. How to link sentences together using the conjunction 'y' 	<ul style="list-style-type: none"> Numbers 1-20 in Spanish. Numbers 21-31 in Spanish Learn to ask and respond to how are you? What is your name? How old are you? What is your name? The nouns and determiners for 'house' and 'apartment'. The nouns and determiners for rooms of the house. Key linguistic structure-In my house there is/there is not 20 words for foods, snacks and drinks. Key questions and phrases for a role-play at the cafetería. Key vocabulary to be able to pay the bill. 15 items of clothing & their indefinite b articles/determiners. 8 common pets & their determiners. The 7 days of the week in Spanish The 12 months of the year in Spanish. Key questions and phrases with the date: What is the date today? When is your birthday? 10 common weather phrases. Key question-what's the weather like? Compass points

Disciplinary Skills		(and).	
	Grammar	<ul style="list-style-type: none"> • The indefinite article 'a' and 'an', masculine and feminine un/una • Two different words for 'the'-el (masculine), la (feminine) • Plural determiner 'los' (masculine the) 'las' (feminine the) • Possessive adjective 'my' singular (mi) plural (mis) • To fully understand when to use the correct possessive adjective • First and third person of the verb to have (tengo-I have, tiene-he/she/it has) • How to say I know (se) and the negative form I don't know (no se) • The high-frequency irregular verb 'I am (soy) • The negative structure 'no tengo' (I don't have). 	<ul style="list-style-type: none"> • To start to understand adjectives better in Spanish and how they may change spelling depending on what they are describing. This is called adjectival agreement (soy Espanol/Soy Espanola) • 1st person high frequency verbs: Soy (I am), tengo (I have), vivo (I live), llevo (I live). • To fully understand the role of gender in the choice of determiners. • To understand better how to use the negative in Spanish (in my house, there is/there isn't) • To understand when to use the four different indefinite articles/determiners (un/una/unos/unas) • To understand how to move a singular noun to plural form and understand better that the determiner may need to change in Spanish • Days of the week and months of the year do not have capital letters unless they are at the start of a sentence in Spanish. • To understand better the use of the verb 'hacer' (to do/make) and 'hay' (there is/are) in set weather phrases:
	Speaking	<ul style="list-style-type: none"> • Communicate with others using simple words and short phrases covered in the units. • Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • Present ideas and information orally to a range of audience • Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. • Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
	Listening	<ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes & songs. • Recognise familiar words and short phrases covered in the units taught. 	<ul style="list-style-type: none"> • Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units
Reading	<ul style="list-style-type: none"> • Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. • Understand most of what we read in the foreign language when it is based on familiar language. 	<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. 	

			<ul style="list-style-type: none"> • Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.
	Writing	<ul style="list-style-type: none"> • Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. • Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age 	<ul style="list-style-type: none"> • Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. • Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly