

KS2 Progression in Languages (MFL)

	Class 3	Class 4	Class 5	Class 6
Listening	<ul style="list-style-type: none"> <li>• Show that he/she recognises words and phrases heard by responding appropriately. (Listening)</li> <li>• Follow simple instructions and link pictures or actions to language. (Listening)</li> <li>• When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. (Listening)</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. (Listening)</li> <li>• Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. (Listening)</li> <li>• Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. (Listening)</li> </ul>	<ul style="list-style-type: none"> <li>• Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. (Listening)</li> <li>• Identify different ways to spell key sounds, and select the correct spelling of a familiar word. (Listening)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. (Listening)</li> <li>• Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. (Listening)</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Ask and answer simple questions, for example about personal information. (Speaking)</li> <li>• Repeat sentences heard and make simple adaptations to them. (Speaking)</li> <li>• Use mostly accurate pronunciation and speak clearly when addressing an audience. (Speaking)</li> <li>• Use simple adjectives such as colours and sizes to describe things orally. (Speaking)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer a range of questions on different topic areas. (Speaking)</li> <li>• Using familiar sentences as models, make varied adaptations to create new sentences. (Speaking)</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in conversations and express simple opinions giving reasons. (Speaking)</li> <li>• Adapt known complex sentences to reflect a variation in meaning. (Speaking)</li> <li>• Begin to use intonation to differentiate between sentence types. (Speaking)</li> <li>• Create a short piece for presentation to an audience. (Speaking)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in longer conversations, asking for clarification when necessary. (Speaking)</li> <li>• Create his/her own sentences using knowledge of basic sentence structure. (Speaking)</li> <li>• Use pronunciation and intonation effectively to accurately express meaning and engage an audience. (Speaking)</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Recognise some familiar words and phrases in written form. (Reading)</li> <li>• Read some familiar words aloud using mostly accurate pronunciation. (Reading)</li> <li>• Learn and remember new words encountered in reading. (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud using accurate pronunciation and present a short learned piece for performance. (Speaking)</li> <li>• Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. (Reading)</li> <li>• Learn a song or poem using the written text for support. (Reading)</li> <li>• Use dictionaries to extend vocabulary on a given topic and</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. (Reading)</li> <li>• Attempt to read a range of texts independently, using</li> </ul>

		<ul style="list-style-type: none"> <li>• Follow the written version of a text he/she is listening to. (Reading)</li> <li>• Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. (Reading)</li> </ul>	<p>develop his/her ability to use different strategies to work out the meaning of unfamiliar words. (Reading)</p>	<p>different strategies to make meaning. (Reading)</p> <ul style="list-style-type: none"> <li>• Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. (Reading)</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Write some single words from memory. (Writing)</li> <li>• Use simple adjectives such as colours and sizes to describe things in writing. (Writing)</li> <li>• Record descriptive sentences using a word bank. (Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Write words and short phrases from memory. (Writing)</li> <li>• Use a range of adjectives to describe things in more detail, such as describing someone's appearance. (Writing)</li> <li>• Write descriptive sentences using a model but supplying some words from memory. (Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. (Writing)</li> <li>• Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. (Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. (Writing)</li> <li>• Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. (Writing)</li> <li>• Begin to use some adverbs. (Writing)</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Recognise the main word classes e.g nouns, adjectives and verbs. (Grammar)</li> <li>• Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. (Grammar)</li> <li>• Have basic understanding of the usual order of words in sentences in the target language. (Grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a wider range of word classes including pronouns and articles, and use them appropriately. (Grammar)</li> <li>• Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. (Grammar)</li> <li>• Recognise questions and negative sentences. (Grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to conjugate some high frequency verbs. (Grammar)</li> <li>• Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. (Grammar)</li> <li>• Adapt sentences to form negative sentences and begin to form questions. (Grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to conjugate a range of high frequency verbs. (Grammar)</li> <li>• Understand how to use some adverbs in sentences. (Grammar)</li> <li>• Have an awareness of similarities and differences in grammar between different languages. (Grammar)</li> </ul>

## Modern Foreign Language (Spanish) Curriculum Map – Taught in Key Stage 2

This curriculum map outlines the objectives studied by each class across the year. The progression map then outlines the progression in skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	-Greetings -Alphabet in Spanish -Ask someone's name	Colours/Numbers /Age Christmas in Spain	-Dates/months Numbers to 31	Write the date/days of week and my birthday EASTER in Spain	Date Family members Written and spoken	Pets Animals -What I like (food)
<b>Year 4</b>	-Who I am -Letter pronunciation -Read a story in Spanish -Numbers to 100	-Where I live/directions on a map  -Christmas in South America	-Directions -Around the school	-Classroom objects -Questions – where is the? -TIME	Weather What I like and don't like (Food/sports/hobbies)	At the zoo – animal names/describe using colours Noun and adj agreement
<b>Year 5</b>	REVISION OF YEAR 3 AND 4 – Camden languages. My Family -Write a small paragraph to introduce siblings/parents with ages/ jobs/likes and dislikes - Read to the class	In a shop Buying items Food vocabulary/Questions/ money	In a restaurant Meal /restaurant vocabulary/Questions Role play and written (Look under MFL folder Planning Yr 5 worksheet)	Clothes - Masculine and feminine adjectives/tenses	Read authentic advertisements/ recipes – create your own	Numbers 31-1000 Compare vocabulary to Spanish and English Adding/subtracting and x in Spanish
<b>Year 6</b>	-Introduce myself (written and spoken) -Use greetings and simple questions in lessons	-Where I live(written and spoken) -Recognise and sequence song lyrics	-Conversations – agreeing and disagreeing	-Compare my life to someone in a Spanish speaking country -understand gist of different texts	-Written and spoken paragraphs with correct verb tense/punctuation	-Read real blogs etc. - Give a small presentation in Spanish about life in Spanish speaking country

