

## MFL SKILLS PROGRESSION- Expected Outcomes

This document aims to give guidance on the progression of MFL knowledge and skills across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GDS pupils). Through interactive learning opportunities, children will be able to make connections and reflect on prior knowledge enabling them to develop confidence in another language.

In MFL, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In MFL, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the MFL learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

<b>Teaching Components MFL</b>	Step 1: 'Big Picture' - setting the scene for the Spanish learning that is about to take place within the chronology of the pupils MFL learning to date.	<b>Possible pedagogical approaches used in MFL</b>	<b>Behaviourism</b>	Direct teacher instruction; modelling and demonstration, rote learning, and choral repetition.
	Step 2: Review most recent learning in Spanish.		<b>Social Constructivism</b>	Teacher modelling; questioning; mix of individual, paired and group instruction
	Step 3: Reading key Spanish vocabulary and applying phonics when relevant.		<b>Constructivism</b>	Inquiry-based learning
	Step 4: Using Oracy (using spoken language).		<b>Liberationism</b>	Pupil-led learning; opportunities
	Step 5: Applying Literacy – writing in Spanish and applying Grammar.		<b>Learning, working and talking as a linguist</b>	Introduction to the key vocabulary relating to the PSHE so that all children can express their views, opinions, likes, dislikes and emotions confidently.
	Ongoing throughout - Developing Intercultural Understanding, comparing with their culture to find similarities and contrasts.			

Skills Progression				
Strands	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p><b>Listening - Skills and Knowledge</b> Listen and respond to familiar spoken words and phrases</p> <p><b>Listening – Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Use a gesture; hold up a picture to identify specific words when listening to songs, poems, simple stories.</li> <li>• Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</li> <li>• Understand and respond to simple classroom instructions e.g. <i>Hands up, listen carefully, show me, close your eyes, do an action.</i></li> </ul> <p><b>Listening – Arriving in Year 4 able to:</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to songs, poems and stories.</li> <li>• Listen carefully and identify familiar words in songs, poems and simple stories.</li> <li>• Recognise, with confidence, numbers to 20 and know own birthday date e.g. <i>22 April</i></li> </ul>	<p><b>Listening – Skills and Knowledge</b> Listen for specific phonemes, words and phrases</p> <p><b>Listening – Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Pick out phonemes, words and phrases in songs, stories and rhymes.</li> <li>• Understand higher numbers including multiples of 10 e.g. <i>in prices, dates, numeracy activities, telling the time.</i></li> <li>• Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. <i>How old is Nicole?</i></li> <li>• Respond to a wider range of classroom instructions e.g. <i>Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound ...</i></li> </ul> <p><b>Listening - Arriving in Year 5 able to</b></p> <ul style="list-style-type: none"> <li>• Continue to enjoy listening to songs, rhymes and stories.</li> </ul>	<p><b>Listening - Skills and Knowledge</b> Listen attentively and understand more complex phrases and sentences</p> <p><b>Listening – Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Identify key points in a new context e.g. <i>a story</i>, which contains familiar language</li> </ul> <p>Understand higher numbers e.g. <i>in prices, numeracy activities</i></p> <ul style="list-style-type: none"> <li>• Follow instructions and directions e.g. <i>a recipe or simple directions</i></li> <li>• Recognise letters of the alphabet when they hear them</li> </ul> <p><b>Listening – Arriving in Year 6 able to</b></p> <ul style="list-style-type: none"> <li>• Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</li> </ul>	<p><b>Listening – Skills and Knowledge</b> 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 e.g. <i>descriptions, information, instructions</i></p> <p><b>Listening – Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Listen to longer texts <b>NB</b> In Y6, children should be listening to texts read by people other than their teacher.</li> <li>• Understand numbers in context e.g. <i>the year, 24 hour clock, quantities</i></li> </ul> <p><b>Listening – Arriving in KS3 able to</b></p> <ul style="list-style-type: none"> <li>• Understand that some sounds and letter combinations need to be said and written differently from in English</li> <li>• Listen to spoken foreign language for details and gist. Identify key points and some detail.</li> </ul>

	<ul style="list-style-type: none"> <li>• Follow simple classroom instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific phonemes, words and phrases.</li> <li>• Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations.</li> <li>• Listen to a short text using familiar vocabulary and answer simple questions in English.</li> <li>• Respond to a wide range of classroom instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific sounds in familiar and unfamiliar words.</li> <li>• Identify numbers confidently to 50 and beginning to become familiar with numbers to 100</li> <li>• Enjoy the challenge of meeting unfamiliar language</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>• Follow a wide range of classroom instructions.</li> <li>• Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7</li> </ul>
<b>Strands</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Speaking</b>	<p><b>Speaking – Skills and knowledge</b> Communicate with others using simple words, phrases and short sentences.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p><b>Speaking-Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</li> </ul>	<p><b>Speaking – Skills and Knowledge</b> Communicate by asking and answering a wider range of questions and presenting short pieces of information.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p><b>Speaking –Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of familiar <b>nouns and adjectives</b> to talk about themselves, animals, story characters e.g. I have brown</li> </ul>	<p><b>Speaking – Skills and Knowledge</b> 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 develop accurate</p>	<p><b>Speaking – Skills and Knowledge</b> 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.</p> <p>Present to an audience e.g. role-play, presentation, performance.</p> <p><b>Speaking-Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Understand and use numbers in context</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask and answer simple questions about self-e.g. name and age, birthday.</li> <li>• Express simple likes and dislikes e.g. Food and drink.</li> </ul> <p><b>Speaking –Arriving in Year 4 able to</b></p> <ul style="list-style-type: none"> <li>• Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</li> <li>• Pronounce very familiar language with good pronunciation and intonation.</li> <li>• 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.</li> <li>• Express likes and begin to express dislikes.</li> </ul>	<p>eyes. I have two sisters and I like dancing.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand.</li> <li>• Express preference about what they like e.g. food, animals, colours</li> </ul> <p><b>Speaking –Arriving in Year 5 able to</b></p> <ul style="list-style-type: none"> <li>• Join in speaking activities willingly and confidently.</li> <li>• Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes,</li> <li>• Begin to use simple conjunctions e.g. I have brown eyes and black hair</li> <li>• Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like .... Can also use a wider range of verbs to express opinion such</li> </ul>	<p>pronunciation and intonation.</p> <p><b>Speaking-Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Seek help and clarification e.g. I don't understand, can you repeat that, how is that written?</li> <li>• Give simple instructions and directions e.g. a recipe, directions to a place, the route to school</li> <li>• Begin to understand and express future intentions e.g. I am going swimming on Wednesday</li> <li>• Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk</li> </ul> <p><b>Speaking –Arriving in Year 6 able to</b></p> <ul style="list-style-type: none"> <li>• Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</li> <li>• Pronounce and use the alphabet with increasing accuracy.</li> </ul>	<p>e.g. saying the year, 24hour clock, quantities.</p> <ul style="list-style-type: none"> <li>• Understand and use transactional language e.g. in a café</li> <li>• Give a description e.g. of a town, geographical features in a country</li> <li>• Seek clarification of meaning How is that written in Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</li> <li>• Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather</li> <li>• Express and justify opinions e.g. I like netball because it's fun.</li> </ul> <p><b>Speaking – Arriving in KS3 able to</b></p> <ul style="list-style-type: none"> <li>• Take part in a simple conversation, ask and answer questions and express opinions.</li> <li>• Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy</li> <li>• Use spoken language confidently to initiative and sustain a simple conversation.</li> <li>• Present simple information on a familiar topic to the class.</li> <li>• Use peer- and self-assessment strategies to support language learning.</li> <li>• Recite a short piece of narrative from memory with increasing</li> </ul>
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		<p>as love, hate, adore, detest.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions in 1st, 2nd, 3<sup>rd</sup> person singular.</li> <li>• Begin to use pronouns.</li> <li>• Recite a few lines from a story, poem or song with good pronunciation.</li> <li>• Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple conjunctions so that they can create more complex sentences.</li> <li>• Have the vocabulary to give the opinions they want to express.</li> <li>• Begin to understand and use future tense in spoken language.</li> <li>• Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</li> <li>• Give constructive feedback to classmates.</li> </ul>	<p>confidence, accuracy and expression.</p> <ul style="list-style-type: none"> <li>• Use a range of questions and statements spontaneously to seek clarification and help.</li> <li>• Understand the term conjugation' and what it means when looking at familiar verbs in the present tense</li> </ul>
<b>Strands</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reading</b>	<p><b>Reading – Skills and knowledge</b> Recognise and understand some familiar written words and phrases.</p> <p>Show awareness of sound-spelling links</p> <p><b>Reading –Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Read and understand familiar nouns</li> </ul>	<p><b>Reading –Skills and knowledge</b> Read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Follow text while listening and reading at the same time.</p> <p>Apply phonic knowledge to support reading and read words,</p>	<p><b>Reading – Skills and knowledge</b> 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><b>Reading – Skills and knowledge</b> 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> <p><b>Reading –Example contexts and language</b></p> <ul style="list-style-type: none"> <li>•Read in groups, simple play scripts, poems, their own written work</li> </ul>

	<p>e.g. <i>parts of the body, animals</i>, and simple adjectives e.g. <i>size, colour</i> and a few high frequency verbs e.g. <i>I like, I play</i>.</p> <ul style="list-style-type: none"> <li>• Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</li> </ul> <p><b>Reading –Arriving in Year 4 able to</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</li> <li>• Read aloud and understand a simple conversation with a partner that uses familiar language.</li> <li>• Begin to write a few familiar words from memory and know that all attempts will be valued.</li> </ul>	<p>phrases and sentences aloud with increasingly accurate pronunciation.</p> <p><b>Reading –Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Understand key points in simple texts using familiar language e.g. <i>How many animals are in the story? What colour is the dog? What is the weather like in Spain?</i></li> <li>• Follow a text such as a song or poem whilst listening to it at the same time</li> <li>• Link phrases to make a sentence e.g. <i>When it rains, you need an umbrella.</i></li> <li>• Use strategies to work out meaning of new words.</li> </ul> <p><b>Reading- Arriving in Year 5 able to</b></p> <ul style="list-style-type: none"> <li>• Understand a short text using familiar language and be able to extract information to give simple answers in Spanish and more complex answers in</li> </ul>	<p><b>Reading –Example contexts and language</b></p> <ul style="list-style-type: none"> <li>• Practise reading aloud a poem to perform in assembly.</li> <li>• Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.</li> </ul> <p><b>Reading -Arriving in Year 6 able to</b></p> <ul style="list-style-type: none"> <li>• Work well with a partner to work out a short text containing familiar and unfamiliar language.</li> <li>• Enjoy the challenge of working out the meaning of unfamiliar language.</li> <li>• Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</li> <li>• Apply phonic knowledge when meeting new words.</li> </ul>	<p>such as geographical features in a country, description of a town</p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article</li> </ul> <p><b>Reading - Arriving in KS3 able to</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</li> <li>• Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in Spanish and more complex answers in English.</li> <li>• Understand key points in short written texts in unfamiliar contexts</li> <li>• Find the meaning of new words by using a bilingual dictionary.</li> </ul>
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		<p>English.</p> <ul style="list-style-type: none"> <li>• Follow a text displayed in the classroom at the same as listening to it.</li> <li>• Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.</li> <li>• Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</li> <li>• Begin to use a bilingual dictionary to check the meaning of new words.</li> </ul>		
<b>Strands</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Writing</b>	<p><b>Writing – Skills and knowledge</b> Write some familiar simple words using a model and some from memory.</p> <p><b>Writing–Examples of contexts and language</b> • Write one or two simple sentences, using a model e.g. name and age to</p>	<p><b>Writing – Skills and knowledge</b> Write a short text using a model.</p> <p>Write a few simple sentences from memory.</p> <p>Apply phonic knowledge to support writing.</p> <p><b>Writing –Examples of contexts and language</b></p>	<p><b>Writing – Skills and knowledge</b> Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <p><b>Writing –Examples of contexts and language</b> • Write three or four sentences using a word/phrase bank linked to</p>	<p><b>Writing – Skills and knowledge</b> Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.</p> <p><b>Writing –Examples of contexts and language</b> • Use adjectives to add interest and detail to a description</p>

	<p>introduce themselves. Label an animal they have drawn or made from playdough – e.g. a black cat.</p> <ul style="list-style-type: none"> <li>• Complete a simple gapped text such as a party invitation or passport.</li> </ul> <p><b>Writing –Arriving in Year 4 able to</b></p> <ul style="list-style-type: none"> <li>• Complete a simple gapped text by adding three or four familiar words.</li> <li>• Write two or three sentences on a familiar topic using a writing frame and word bank.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a few simple sentences using a word bank to describe for example a sports star e.g. ... lives in London. She is 22 years old. She likes dancing.</li> <li>• Experiment with writing new words.</li> </ul> <p><b>Writing –Arriving in Year 5 able to</b></p> <ul style="list-style-type: none"> <li>• Write a few sentences using words banks and writing frames for support.</li> <li>• Begin to use pronouns.</li> <li>• Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.</li> <li>• Show willingness to have a go at writing new words using phonic knowledge.</li> </ul>	<p>a recent area of learning such as a meal, a scene, the weather, a planet.</p> <ul style="list-style-type: none"> <li>• Use simple conjunctions such as and, but, because to form more complex sentences.</li> <li>• Change elements in a given text e.g. ingredients, colour and size of a planet</li> </ul> <p><b>Writing –Arriving in Year 6 able to</b></p> <ul style="list-style-type: none"> <li>• Write three or four sentences using word/phrase bank.</li> <li>• Write more interesting sentences by adding one or two simple conjunctions</li> <li>• Personalise a text by changing one or two elements</li> <li>• Use a bilingual dictionary and word banks to check spelling</li> <li>• Attempt to write two or three sentences from memory using familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some simple adverbs to make sentences more interesting</li> <li>• Make statements about what they read e.g. about sections in a newspaper (weather, what’s on TV) a story, an email</li> <li>• Have some understanding of how to use the past tense</li> </ul> <p><b>Writing –Arriving in KS3 able to</b></p> <ul style="list-style-type: none"> <li>• Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.</li> <li>• Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives.</li> <li>• Writing may also show some understanding of past and future tense.</li> <li>• Use peer and self-assessment strategies to support language learning.</li> </ul>
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Strands	Year 3	Year 4	Year 5	Year 6
Grammar	<p><b>Grammar – Skills and knowledge</b> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine nouns (singular)</li> <li>• word order of adjectives</li> <li>• how to form the negative</li> </ul> <p><b>Grammar –Examples of contexts and language</b></p> <ul style="list-style-type: none"> <li>• Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.</li> <li>• Use picture cards to build phrases to show position of a few adjectives of colour e.g. <i>a red dog, a yellow cat.</i></li> <li>• Begin to understand how the negative is formed in the new language e.g. make a human sentence for <i>I don't like chocolate.</i></li> </ul> <p><b>Grammar –Arriving in Year 4 able to</b></p>	<p><b>Grammar – Skills and knowledge</b> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns</li> <li>• verbs - 1st, 2nd 3rd persons in questions and answers</li> <li>• how to form the negative</li> </ul> <p><b>Grammar –Examples of contexts and language</b></p> <ul style="list-style-type: none"> <li>• Match correctly definite/indefinite article to singular and plural familiar nouns</li> <li>• Place familiar adjectives e.g. size and colour in correct order.</li> <li>• Select the correct colour adjective to describe masculine and feminine nouns.</li> <li>• Show an understanding of 1st, 2<sup>nd</sup> and 3rd person in present tense singular e.g. ask and answer questions <i>Do you like cheese? Yes I like cheese.</i></li> </ul>	<p><b>Grammar – Skills and knowledge</b> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• gender – masculine, feminine, neuter</li> </ul> <p><b>Grammar –Examples of contexts and language</b></p> <ul style="list-style-type: none"> <li>• Begin to know how to form the future tense e.g. <i>I am going swimming on Wednesday; tomorrow it is going to rain.</i></li> <li>• Begin to see how possessive articles e.g. <i>my, his, her</i> change according to gender e.g. <i>Jane is</i></li> </ul> <p><b>Grammar –Arriving in Year 6 able to</b></p> <ul style="list-style-type: none"> <li>• Explain confidently the word order for familiar adjectives</li> <li>• Adapt endings to familiar adjectives with increasing accuracy</li> </ul>	<p><b>Grammar – Skills and knowledge</b> Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> <li>• verbs –begin to use the past tense, reinforce understanding of future tense</li> <li>• adverbs</li> </ul> <p><b>Grammar –Examples of contexts and language</b></p> <ul style="list-style-type: none"> <li>• Begin to use past tense/future tense in spoken work e.g. <i>when giving a weather report, when describing what they had to eat that day/what they are going to eat.</i></li> <li>• Identify tenses from a selection of sentences written in the present, past and future tense.</li> </ul> <p><b>Grammar –Arriving in KS3 able to</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary</li> <li>• Show some understanding of past and future tense in spoken and written work</li> </ul>

	<ul style="list-style-type: none"> <li>• Notice (where relevant) that the definite/indefinite article changes according to gender of noun.</li> <li>• Notice differences in word order</li> <li>• Begin to understand how to form the negative.</li> </ul>	<p><b>Grammar –Arriving in Year 5 able to</b></p> <ul style="list-style-type: none"> <li>• Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</li> <li>• 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.</li> <li>• Form the negative to give answers to simple questions about likes/dislikes e.g. <i>I don't like ...</i> With increasing accuracy.</li> <li>• Ask and answer questions in 1st, 2nd, 3rd person singular.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to apply correct endings to a few possessive articles</li> <li>• Create simple sentences about the future.</li> <li>• Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Use high frequency adjectives with reasonable accuracy i.e. word order and endings</li> <li>• Apply understanding of conjugation to two or three familiar verbs in the present tense</li> </ul>
<b>Strands</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Vocabulary</b> See additional document. <a href="#">Vocabulary List.docx</a>	<b>Vocabulary Topic Areas</b>  <b>Greetings:</b> Hola, Buenos días, ¿Qué tal?, Muy bien, No muy bien, ¿Cómo estas? ¿Y tu? Me llamo, mi nombre es...  <b>Classroom instructions</b> silencio,	<b>Vocabulary Topic Areas</b>  <b>Revision of vocab from Y3:</b> Animals, Numbers, Classroom instructions,  <b>Parts of the body:</b> la cabeza, el hombro, la rodilla, el pie, la pierna, el brazo  <b>Food:</b> Churros – donuts	<b>Vocabulary Topic Areas</b>  <b>Revision of numbers 0-20</b> <b>Revision of days of the week and months of the year Y3</b> <b>Revision of colours Y3</b> <b>Revision of hobbies introduced in Y4</b> <b>Revision of sports/hobbies vocabulary Y4</b> <b>Revision of fruit Y3</b>	<b>Vocabulary Topic Areas</b>  <b>Revision of numbers 0-50</b> <b>Revision of days of the week and months of the year Y3</b> <b>Revision of colours Y3</b> <b>Revision of family members from Y4.</b>

	<p>escuchad (escuchen), mirad (miren), repetid (repitan), levantaos (levántense) and sentaos (siéntense)</p> <p><b>Animals:</b> un gato, un cerdo, un conejo, una serpiente, un perro, una tortuga, un ratón</p> <p><b>Numbers:</b> Uno/a, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte.</p> <p><b>Gender pronoun-noun/adjective agreement agreement:</b> Un/una, el/la</p> <p><b>Colours:</b> Rojo, naranja, Amarillo, verde, azul, morado, violeta, purpura, rosa, blanco, negro, gris, marrón.</p> <p><b>Days of the week:</b></p>	<p>Patatas (fritas) – potato (fries) Pan – bread Plátano – banana Manzana - apple</p> <p><b>Opinions (Positive and Negative):</b> Me gusta (I like) No me gusta (I don't like) Es – it is / Son – they are Porque - because</p> <p><b>Months of the year:</b> Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.</p> <p><b>Personal descriptions:</b> Ojos – eyes Azules (blue), marrones (brown), grises (grey), verdes (green) Cabello/Pelo – hair Rubio (blond), marrón (brown), negro (black)</p> <p><b>Family:</b> madre, (mother), padre (father), hermano/a (brother/sister), abuelo/a (grandad/grandma), tío/a (uncle/aunt), primo/a (cousin)</p>		
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	<p>Lunes, martes, miércoles, jueves, Viernes, sábado, domingo</p> <p>Verbs: Tener (to have) Ser (to be)</p>	<p>Clothing: Qué llevas? (What are you wearing?) Llevo.... – I am wearing....</p> <p>Camiseta, pantalones, camisa, zapatos, calcetines,</p>		
<b>Strands</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>• Learn about the different languages spoken by children in the school</li> <li>• Locate country/countries where the language is spoken</li> <li>• Listen to traditional stories</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about festivals and celebrations in different cultures</li> <li>• Know about some aspects of everyday life and compare them to their own</li> <li>• Compare traditional stories</li> </ul>	<ul style="list-style-type: none"> <li>• Look at further aspects of their everyday lives from the perspective of someone from another country</li> <li>• Recognise similarities and differences between places</li> <li>• Compare symbols, objects or products which represent their own culture with those of another country</li> </ul>	<ul style="list-style-type: none"> <li>• Compare attitudes towards aspects of everyday life</li> <li>• Recognise and understand some of the differences between people</li> <li>• Present information about an aspect of culture</li> </ul>