



ST MARY'S CATHOLIC  
PRIMARY SCHOOL

PROGRESSION IN  
KNOWLEDGE AND SKILLS

# Modern Foreign Languages

## **Intent**

Learning a language enriches the curriculum helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others.

At St Mary's Catholic Primary School, we feel that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We believe that the early acquisition of Spanish will facilitate the learning of other foreign languages later in life. We aim to prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

## **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
<b>Listening</b>	<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 'authentic' conversation, picking out specific vocabulary</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 language. Identify patterns of</p>

				language and link sound to spelling
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Speaking Knowledge</b>	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
<b>Speaking Skill</b>	Recognise a familiar question and respond with a simple rehearsed response  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
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Writing Knowledge</b>	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
<b>Writing Skills</b>	Copy simple vocabulary	Write simple, short taught phrases from memory	Write simple, short taught sentences from memory including questions and responses	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		Adapt taught phrases to create new sentences
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reading Knowledge</b>	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
<b>Reading Skills</b>	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
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Basic Grammar Skills</b>	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 pasada - last week  
la semana que viene - next week  
por la mañana - in the morning  
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 de vista - from my point 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?