

Warrington Primary Academy Trust



MFL Curriculum Intent

Reception : MFL skills progression	
<p>Rec: Objectives</p> <p>Begin to be aware of some of the sounds of a new language.</p> <p>Begin to explore our listening skills to help hear sounds and words in a new language.</p> <p>Explore how to listen and join in with rhymes, songs and stories.</p> <p>Explore how to join in with games, played in a different language.</p> <p>Explore how to say some of the new sounds and words we hear in a different language</p>	<p>Knowledge about Language and Grammar</p> <p>Songs</p> <p>Autumn 1 - Buenos días song Fray Santiago (Frère Jacques)</p> <p>Autumn 2 - Diez en la cama – counting and action song after practising the rhyme</p> <p>Spring 1 - Tres reyes (Three Kings) - traditional song Dias de la semana</p> <p>Spring 2 - Globos los colores de lindos Cancion de colores I can sing a rainbow – performance song,</p> <p>Summer 2 - Pirata barbaroja song Pirate song</p>
<p>Listening: Can listen and join in with some parts of a song or rhyme</p> <p>Speaking: Can say a few important words</p>	<p>Phonics</p> <p>Rhyme</p> <p>Autumn 2 - Tengo dos manitas Diez en la cama – counting and action rhyme</p> <p>Spring 1 - Days of the week rhyme Cumpleaños feliz and numbers (candle counting) – Happy birthday rhyme</p> <p>Spring 2 - Rainbow rhyme Chocolate clapping playground game</p> <p>Summer 1 - La familia dedo – finger family rhyme Cinco patitas five little ducks rhyme El señor sol</p>

Reception – End Points	
Aut 1 Hello, goodbye	Greetings, Farewells, Saying Thank you
Aut 2 Counting	1-10
Spring 1 Days and Birthdays	Birthdays, Days of the week
Spring 2 Rainbows	Colours
Summer 1 Families and bears	Family, Asking and saying your name
Summer 2	Revisit whole scheme

Year 1 : MFL skills progression	
<p>KS1: Objectives Explore some of the sounds of a new language. Explore ways to use listening skills to help hear sounds and words in a new language. Practise skills in listening and joining in with rhymes, songs and stories. Practise joining in with games, played in a different language. Explore how to say the new sounds, words and simple phrases we know in the target language. Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple target language</p>	<p>Knowledge about Language and Grammar Songs Autumn 1 - Buenos días ¿Cómo te llamas? song and video Teddy Bear song “If you’re happy and you know it in” Spanish Autumn 2 - Fireworks and colours – activities and simple song 1-10 song, Twinkle Twinkle Little Star, Rudolph the red nosed reindeer song and video Spring 1 - Itsi bitsi araña song, Elephants and spiders nest counting song, Jungle animals song, El pollito cha cha animals and carnival dances Spring 2 - La vaca lola, Mi pollito amarillito, Old MacDonald has a farm Chocolate and numbers song Summer 1 - Dos pececitos, En el fondo del mar, Es la ballena Summer 2 - Sol y luna Señor sol</p>
<p>Listening: Can listen and join in with the main parts of a story or rhyme. Can listen and enjoy a story. Beginning to identify accurately some sounds in the target language. Speaking: Can say a few important words e.g. greetings and polite response. Can say name and how feeling. Can attempt to repeat accurately some sounds in the target language. Reading: Beginning to recognise some important words written in the target language e.g. greetings or a number.</p>	<p>Phonics Rhyme – Autumn 1 - ¿Cómo te llamas? rhyme/game /song Autumn 2 - 1-10 finger rhyme Apple harvesting Spring 1 - Itsi bitsi araña action rhyme, Elephants and spiders nest counting rhyme/action game Jungle animal and counting rhyme Spring 2 - Hatching and counting chickens rhyme Summer 2 - Itsi bitsi araña revisit</p>

Year 1 – End Points	
Autumn 1 Me and You	Greetings. Farewells, Name Phrase
Autumn 2 Autumn Time	Colours, Numbers 1-10, Greetings
Spring 1 Rhymes, Games and songs	Songs about Epiphany, Songs about animals, carnivals, farmyard
Spring 2 Farmyard Animals	Names of members of the family
Summer 1 Fishy Fun	1-10, Greetings/Farewells, Name Phrases, Names of members of the family
Summer 2 Sunshine, rain and seasons	Exploring the weather

Year 2 : MFL skills progression	
<p>KS2: Objectives</p> <p>Practise how to make the sounds we hear in a different language.</p> <p>Practise using listening skills to help hear sounds, words and phrases in a new language.</p> <p>Practise and experiment with skills in listening and joining in with rhymes, songs and stories.</p> <p>Join in with games, played in a different language.</p> <p>Explore how to say the new sounds, words and simple phrases we know in the target language.</p> <p>Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple target language.</p> <p>Explore some simple written words in the target language</p>	<p>Knowledge about Language and Grammar</p> <p>Songs</p> <p>Autumn 1 - English- Spanish song of greetings, Les héros du monde, ¿Cómo te llamas y tú? Listen and respond song, Number song</p> <p>Autumn 2- Halloween song, Bonfire night song, Bonfire colours song, Heads shoulders knees and toes, Authentic Spanish song “la mane” with actions</p> <p>Spring 1 - Roscon de reyes song and actions, Snowman song and video clip, Months song, Happy Birthday song, “Frozen ” song - multi -lingual and game</p> <p>Spring 2 - Butterfly song, La maraquita (ladybird) song, Bees song, Chocolate song</p> <p>Summer 1 - Dinosaur song, Sol solecito song / rhyme</p> <p>Summer 2 – Somos como los flores</p>
<p>Listening Can listen and join in with a song. Can listen to and enjoy a story. Can identify accurately some sounds in the target language.</p> <p>Speaking Can say a few important words e.g. greetings and polite response. Can say name and how feeling. Can say a sequence of items e.g. several numbers or colours. Can repeat accurately some sounds in the target language.</p> <p>Reading Can recognise some important words written in the target language e.g. greetings or a number/day of the week.</p> <p>Writing Can attempt to copy some important words written in the target language e.g. greetings or a number/day of the week.</p>	<p>Phonics</p> <p>Rhyme</p> <p>Autumn 1 - Tooth fairy Rhyme</p> <p>Autumn 2 - Halloween Rhyme</p> <p>Summer 1 - Peppa Pig and counting dinosaurs, Dinosaur poem</p> <p>Summer 2 - Piñatas and party time</p>

Year 2 – End Points	
Autumn 1 Learning powers	Greetings, Farewell. Name phrases, 1-10
Autumn 2 Explore and Perform	Colours, Parts of Body
Spring 1 Birthdays and Celebrations	Months
Spring 2 Minibeasts	Minibeasts – snails, bees, butterflies
Summer 1 Colours and Numbers revisit	Numbers, colours,
Summer 2 Summer Adventures	Growing things, party celebrations

Year 3: MFL skills progression	
<p>Lower KS2: POS listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Knowledge about Language and Grammar Nouns and word families / plural and singular identification Identifying and understanding simple imperatives Adjectives Creating questions and answers in first and second person singular</p> <p><i>Exploration of:</i> Autumn 1 - recognising and answering a question Autumn 2 - recognising and understanding simple commands Spring 1 - recognising nouns, asking a question Summer 1 - nouns and beginning to recognise masculine/feminine nouns Summer 2 - practising forming and structuring a polite response</p>
<p>Listening Can understand a few familiar spoken words and phrases Speaking Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker Reading Can recognise and read out a few familiar words and phrases Writing Can write or copy a few simple words or symbols as an emergent writer of the target language</p>	<p>Phonics Key listening activity: Autumn 1 - numbers o Autumn 2 - days of the week v Spring 1 - key sounds in animal nouns j Spring 2 - key sounds/words in practising commands z Summer 1 - key sounds in fruit and vegetables nouns ce/za Summer 2 - key sounds/words in picnic story va/ju</p>

Year 3 – End Points	
Autumn 1 A new start	Ask and answer name , Ask and answer simple feelings , Ask and answer where you live count 0-11
Autumn 2 The calendar and celebrations	Days, Months, Asking the day and the month, Ask age, Ask birthday month
Spring 1 Epiphany	Names of domestic animals, Ask and answer a like / dislike, Have you...? I have...
Spring 2 Carnival, colours and playground games	Colours, Ask what colour something is, Giving a response, Likes and dislikes, Looking for items, Have you..? I have / I haven't
Summer 1 Food we eat everyday	Fruit and vegetables, Breakfast foods / Ask for a food item politely, Ask and answers likes and dislikes
Summer 2 Going on a picnic	Fruits, Breakfast foods, food for a picnic, Asking politely, Colours, Commands, 0-15

Year 4: MFL skills progression	
<p>Lower KS2: POS listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 3 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Knowledge about Language and Grammar Nouns and Verbs Gender of nouns / singular and plural nouns / Noun Classes – definite to indefinite pronouns Identification of cognates and near cognates Exploration of: Autumn 1 - Nouns: masculine/feminine Autumn 2 - Recognising and using commands / Recognising and using “there is/are” Spring 1 - Identifying parts of language which are adjectives / Recognising and using “I have” Spring 2 - Identifying / producing singular and plural forms of nouns / Identifying parts of language which are adjectives Summer 1 - Identifying / producing singular and plural Summer 2 - Identifying verbs in simple present tense sentences</p>
<p>Listening Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases Speaking Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Phonics Autumn 1 - Numbers and colours o/z Autumn 2 - Shop nouns ia/qui Spring 1 - Numbers vei/ie Spring 2 - Parts of the body i/illa Summer 1 - Questions cua Summer 2 - Weather que/hace Phoneme – grapheme transfer imperatives</p>

Year 4 – End Points	
Autumn 1 My School your school	Ask and answer name / Ask and answer simple feelings / Ask and answer where live, Count 0-20 / Numbers 0-31, Days/Months and simple question, Introducing teacher and friends, Have you...? I have/have not, Places around school
Autumn 2 My local area, your local area	Where is (+ shops) Here is (+ shops) There is / there are, Names of everyday shops / Gift items I would like, Left / right / straight ahead
Spring 1 A family tree	Asking who someone is – My mum, brother, sister, dad, grandma, grandad, friend, Asking someone’s age, Faces – mouth, nose, ears, eyes, hair
Spring 2 Easter, Celebrating carnival	Parts of the body and simple descriptions colour / big / small
Summer 1 Feeling well/unwell Jungle Animals	How are you feeling? What’s the matter? Simple everyday illnesses, Domestic animals, Jungle animals.
Summer 2 Summertime	Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream

Year 5: MFL skills progression	
<p>Upper KS2: POS listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Knowledge about Language and Grammar Exploration of: Autumn 1 – Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences Autumn 2 – Commands Verb to have- present tense Spring 1 – Verb to be – present tense Spring 2 – Verb to wear – present tense Adjectival agreement with nouns Summer 1 – Conjunctions to create extended sentences. Writing independently extended sentences. Summer 2 - Using the modal verb structure : You can + verbs</p>
<p>Listening Can understand the main points from a series of spoken sentences (including questions) may require some repetition Speaking Can ask questions and answers simple questions on several topics and can express opinions. Reading Can understand the main points from a short written passage in clear printed script. Can apply phonic knowledge to find, understand and/or produce spoken and written words. Writing Can write two or three short sentences as a personal response using reference materials / with support. Attempts to use accurately nouns and adjectives. You can Play + sports Eat + foods Buying snacks and drinks Telling a story</p>	<p>Phonics Autumn 1 - Key sounds in feelings oy Autumn 2 - Key sounds in numbers 0-50 ce/ci Spring 1 - Key sounds in class survey questions que/quien/cual Spring 2 - Key sounds in carnival parade phrases ver/hay Summer 1 - Key sounds in identify cards activity ci/illi Summer 2 - Key sounds in beach story ve/va/ju</p>

Year 5 – End Points	
Autumn 1 My school / my subjects	Asking and answering what school subjects we learn / Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects / Adjectives to give opinion / Places around school
Autumn 2 Time in the city	Buildings and places of interest / Where is (+ shops) Here is (+shops) Simple directions Asking the way There is / there are... Christmas (shopping) What would you like?/I would like How much does it cost? / It costs.....
Spring 1 Healthy eating / Going to the market	Shopping at the market Fruit Vegetables Instructions to make a healthy dish Transactional language at the shops / Numbers 0 – 50 Euros
Spring 2 Carnival, clowns and clothes	What are you wearing I am wearing What's it like ?It's + colour and size It has Shopping for clothes – simple dialogue I have / You have, He /she has My mum, dad, sister, brother, friend has
Summer 1 – Out of the World	Asking / answering simple weather phrases Weather questions and statements Weather forecasts
Summer 2 – Going to the seaside	You can Play + sports / Eat + foods / Buying snacks and drinks / Telling a story

Year 6: MFL skills progression	
<p>Upper KS2: POS</p> <p>listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Knowledge about Language and Grammar</p> <p>Time structures Reflexive verbal phrases Nouns, verbs, connectives, adverbs, prepositions Creating extended sentences Cognates and near cognates Noun gender – definite and indefinite articles Singular/plural nouns Definite / indefinite pronouns Exploration of: Autumn 1 - time phrases extended sentences with conjunctions and opinions Autumn 2 - verb to have verb to be adjectival agreement with nouns Spring 1 - verb to play in the present tense Spring 2 - expressing likes and dislikes with nouns and verbs descriptive sentences using 1st, 2nd and 3rd person regular present tense</p>
<p>Listening Can understand the main points and some detail from a short spoken passage with comprising of familiar language</p> <p>Speaking Can take part in simple conversation and can express simple opinions. Generally accurate punctuation (to a sympathetic native speaker)</p> <p>Reading Can understand the main points and simple opinions of a longer written passage (eg letter, recipe, poem, story, an account)</p> <p>Writing Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic.</p>	<p>Phonics</p> <p>Autumn 1 - Key sounds in daily routine phrases voy/jue</p> <p>Autumn 2 - Key sounds in nouns and adjectives linked to the house mi/vi/ñ</p> <p>Spring 1 - Key sounds in sports and hobbies ñ/me</p> <p>Spring 2 - Key sounds in funfair rides ch/vur</p> <p>Summer 1 and 2 - Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>

Year 6 – Core Skills of Learning	
Autumn 1 Everyday Life	Asking the time Giving o'clocks Describing simple daily routine
Autumn 2 Spook house / Space house	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Saying what I want to be in the future. Asking politely / sandwich flavours
Spring 1 Playing and Enjoying Sport	You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment / sports terrain/team or individual sport) Opinions. / Likes and dislikes
Spring 2 This is me, hobbies and fun	Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes
Summer 1 Café culture, restaurants	Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)
Summer 2 Performance time	Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers