



**Skills and Knowledge
Progression:
Modern Foreign Languages**

School aims:	National Curriculum aims and purpose:
<p>At Wymondley, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.</p> <p>In KS2 we teach our children French and Spanish to generate a fascination for words and how language works. We develop a wider curiosity about the people and cultures of French and Spanish-speaking countries and the foundational knowledge to support confident communication in both languages.</p> <p>We teach three core strands of essential knowledge: Phonics – the key components of the sound-writing relationship Vocabulary – a set of the most frequently used words Grammar – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement) and the conjugation of key verbs.</p> <p>Our curriculum is designed to enable our children to:</p> <ul style="list-style-type: none"> • Develop linguistic and communicative competence • Extend their knowledge of how language works • Explore similarities and differences between French and Spanish, any heritage languages our children have, and English 	<p>In line with the national curriculum for Modern Foreign Languages, our children learn to:</p> <ul style="list-style-type: none"> • Listen and show understanding by joining in and responding • Link the sound, spelling and meaning of words • Read aloud with accurate pronunciation • Read and show understanding of phrases and simple texts • Speak in sentences • Describe people, places, things in <i>speech and writing</i> • Ask and answer questions • Express opinions • Write phrases from memory • Adapt phrases to create new sentences • Use a dictionary <p>Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:</p> <ul style="list-style-type: none"> • can name and locate on a map countries where French and Spanish are spoken • know the key geographical features of France and Spain, including continent, surrounding seas and oceans, main mountains and rivers, capital cities • know the name and some detail about at least one festival or tradition from France and Spain • know at least one typical food from France and Spain

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Foreign languages are not introduced until Year 3. However, an understanding of other cultures - and the idea that not everyone speaks the same language - will have been met throughout EYFS & KS1.</p> <p>In Reception we sing songs and share stories to develop our understanding of different languages spoken by children in our class.</p>	<p>English - understanding of tense, person and verb conjugation; application of phonological knowledge (and identifying where French follows different rules); use of reading skills to tackle new vocabulary, summarise texts and infer meaning. Geography - cultural links to both France and Spain - France and Spain location on a European map and locating French and Spanish-speaking countries across the world. History - cultural unit to explore and understand French and Spanish cultural history. Drama - role play should form a significant part of language teaching, with children improvising and developing dialogue based around simple contexts. Maths - counting and completing simple maths activities in French, telling the time, talking about time, money and shapes in both French and English.</p>	<p>The opportunity to learn about the other languages spoken in their class / year group / phase, with bilingual children given the opportunity to share their language with others The opportunity to take part in role-play and drama activities using a foreign language To learn about life in France and its similarities and differences to the UK as part of their geography learning, to support their understanding Read foreign translations of books they know and French-language versions of familiar films and TV shows, to both support language acquisition and intercultural understanding.</p>



Spanish Fiesta Day!

Modern Foreign Languages Knowledge Progression – French

	Yr 3/4	Yr 5/6
Cycle A	<p><u>Describing me and others</u></p> <p>Phonics:</p> <ul style="list-style-type: none"> the vowel sounds (â,e,i,o,u) Silent Final Constant (words ending in t,d,s and x) open and closed sounds (eu) -an/en sounds <p>Vocabulary:</p> <ul style="list-style-type: none"> greetings adjectives to describe mood and character days of the week, months of the year, numbers 1-31 <p>Grammar:</p> <ul style="list-style-type: none"> The verb être - I am, s/he is singular and plural indefinite articles (un, une, des) raised intonation questions (il / elle est...? referring to male / female) Adjectives ending in -eux -euse <p><u>Saying what I and others have</u></p> <p>Phonics:</p> <ul style="list-style-type: none"> masculine and feminine (un/une) (-ch, -on) (-eau,-au, - o) (-u, -ou) sounds <p>Vocabulary:</p> <ul style="list-style-type: none"> nouns and adjectives for school equipment, places, festivals, physical description To ask questions - qui ? quell ? quelle ? <p>Grammar:</p> <ul style="list-style-type: none"> The verb avoir - I have, s/he has regular adjectival agreement intonation questions (including with quoi, où, qui, quand, comment) raised intonation questions (il / elle est...? referring to male / female animals) <p><u>Saying what I and others do</u></p> <p>Phonics:</p> <ul style="list-style-type: none"> the SSC (sound-symbol correspondences) revisited and/or taught this unit are: [é/et/ez/er] [ê/ê] [oi] [(a)in] [ai] <p>Vocabulary:</p> <ul style="list-style-type: none"> Verbs, adjectives and nouns to describe activities in school, at the weekend, life in the city and country, journeys <p>Grammar:</p> <ul style="list-style-type: none"> regular present verbs (jouer, aller) definite articles (le, la, les) indefinite articles (un, une, des) il y a, Est-ce que questions negatives (ne ... pas) contrasting opinions - using mais 	<p><u>Describing me and others</u></p> <p>Phonics:</p> <ul style="list-style-type: none"> revisit Silent Final Constant (words ending in t,d,s and x) Revisit (an/en) (ou, u) closed [eu(t,x,s)] un peu vs open [eu(r,l,f,ne,ve)] peur, fleur, jeune <p>Vocabulary:</p> <ul style="list-style-type: none"> revisit greetings, revisit adjectives to describe mood and character, Adjectives to describe family members Adjectives to describe items in the classroom revisit days of the week, months of the year, numbers 31-100 to ask questions - qui ? quell ? quelle ? <p>Grammar:</p> <ul style="list-style-type: none"> The verb être (plurals) - we are/ they are (you are formal) Regular adjectival agreement (plural masculine and feminine (ils sont/elles sont)) <p><u>Saying what I and others have</u></p> <p>Phonics:</p> <ul style="list-style-type: none"> masculine and feminine (un/une) (-ch, -on) (-eau,-au, - o) (-u, -ou) sounds <p>Vocabulary:</p> <ul style="list-style-type: none"> nouns and adjectives for school equipment, places, festivals, physical description Interrogatives qui ? quell ? quelle ? <p>Grammar:</p> <ul style="list-style-type: none"> the verb avoir plural - we have, they have, you have (formal) intonation questions (including with quoi, où, qui, quand, comment) raised intonation questions (ils/ elles sont...? referring to plural male / female) <p><u>Saying what I and others do</u></p> <p>Phonics:</p> <ul style="list-style-type: none"> the SSC (sound-symbol correspondences) revisited and/or taught this unit are: [é/er] [et/ez/ê/ê] vs [é/et/ez/er] [oi][ai] <p>Vocabulary:</p> <ul style="list-style-type: none"> Verb, adjectives and nouns to describe festivals, (Christmas and New Year in France Haiti/La Fête des Rois) <p>Grammar:</p> <ul style="list-style-type: none"> infinitive verbs = to do something/doing something singular definite articles - le, la ER verbs - s/he singular possessive adjectives mon, ma, ton, ta Use of 'de' for possession simple vs continuous present - contrasting opinions - using mais

Saying how many and describing things**Phonics:**

- the SSC (sound-symbol correspondences) revisited and/or taught this term are: [ch][en/on], [eu], [oi]

Vocabulary:

- verbs, adjectives and nouns to describe objects, animals and people
- recap on numbers, days of the week and months of the year

Grammar:

- un / une – singular indefinite article
- Il y a [+ numbers + nouns]
- regular plural marking on nouns (-s)
- Avoir -to have - I have, s/he has
- je/'j' = I ('j' in front of a vowel)
- c'est quoi ? [What is it?]

Describing things and people**Phonics:**

- the SSC (sound-symbol correspondences) revisited and/or taught this term are: SFC vs consonant + SFe, [ç] (and soft -c) [-ien] [qu]

Vocabulary:

- verbs, adjectives and nouns to describe people, things and possessions, colours and feelings

Grammar:

- Subject pronouns- il/elle for 'it'
- Contrast singular forms of avoir and être
- Using avoir to mean 'be'
- Avoir + ans for age,
- Avoir + states (J'ai fait)

Expressing likes and saying what I and others do**Phonics:**

- the SSC (sound-symbol correspondences) revisited and/or taught this term are: [j/soft g] [-tion]

Vocabulary:

- Verbs and nouns to describe activities, sports and hobbies, food and drink, how to order in a cafe

Grammar:

- plural definite article [les]
- aimer/préférer + definite article
- 2-verb structures: aimer/détester - eg. Nicole voudrais dormir

Saying where you are going and what there is there**Phonics:**

- the SSC (sound-symbol correspondences) revisited and/or taught this term are: [oi][ai vs (a)in] [ai vs a]

Vocabulary:

- Verbs, adjectives and nouns to describe French-speaking countries, compass points, directions and activities that you can do there

Grammar:

- FAIRE (singular and plural)
- aller – je vais, il/elle va
- Ordinal numbers
- directional vocabulary
- [à +le / la / l' – meaning 'to']
- Using the propositions à en, au or aux correctly for cities and countries

Saying what I and others do**Phonics:**

- the SSC (sound-symbol correspondences) revisited and/or taught this term are: [SFC] [Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion]

Vocabulary:

- Verbs, adjectives and nouns to describe sports, playing instruments, activities in different countries, seasons

Grammar:

- FAIRE (singular), weather expressions with faire,
- faire vs. jouer with sports,
- jouer + de + instruments,
- to write longer sentences with 'quand'
- verb negatives (ne.. pas)

Expressing likes and dislikes**Phonics:**

- the SSC (sound-symbol correspondences) revisited and/or taught this term are: [silent h] [j/soft g] [-tion]

Vocabulary:

- Verbs, adjectives and nouns to describe food and drink, how to order in a cafe, daily routine in reference to mealtimes

Grammar:

- Using (du, de la, des d') for some
- pronoun on meaning you (general) and we
- 2-verb structures (aimer, détester, devoir, vouloir, pouvoir - singular) eg. Nicole détesterait aller à la fête



Skills Progression in Modern Foreign Languages – French

	Lower Key Stage 2	Upper Key Stage 2
Phonics	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading, writing, listening to and speaking familiar words and phrases.</p> <p>Children can:</p> <p>Listening and writing</p> <ul style="list-style-type: none"> understand and recognise the SSC and phonics key words and remember them link SSC to new words they hear; listen and transcribe SSC within single words with some success; use sound-spelling links to follow when they listen and read. can match the French SSC they hear to print and transcribe accurately the SSC words <p>Reading and Speaking</p> <ul style="list-style-type: none"> readily read aloud the SSC and phonics key words; carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time; read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words; ensure pronunciation is usually comprehensible identify individual sounds in words and pronounce accurately when modelled; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions; 	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading, writing, listening to and speaking familiar words and phrases.</p> <p>Children can:</p> <p>Listening and writing</p> <ul style="list-style-type: none"> understand and recognise vowel combinations and stress patterns and identify these when listening; connect sound and spelling by transcribing a range of new words and parts of words listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. <p>Reading and Speaking</p> <ul style="list-style-type: none"> read aloud many familiar words with clear and comprehensible pronunciation slowly and carefully; decode unfamiliar words using SSC knowledge; read familiar words and short sentences aloud with clear and comprehensible pronunciation; read aloud single unknown words more readily; read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation for example to mark questions and exclamations in a short, written passage.
Vocabulary	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Children can:</p> <p>Listening and reading</p> <ul style="list-style-type: none"> understand around 200 words when they listen and read them as single items and in short sentences which describe people, places, things and actions. use strategies for memorisation of vocabulary; 	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <p>Listening and reading</p> <ul style="list-style-type: none"> understand around 400 words when they listen and read them as single items and in short and compound sentences which describe people, places, things and actions.

- make links with English or known language to work out the meaning of new words;
- copy simple familiar words to describe people, places, things and actions using a model;
- use context to predict the meaning of new words;
- use strategies for memorisation of vocabulary;

Speaking and writing

- use around 200 words to engage in short exchanges;
- ask and answer questions; express opinions and respond to those of others;
- seek clarification and help.
- speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures
- speak and write single familiar words from memory with understandable accuracy;
- replace familiar vocabulary in short phrases written from memory to create new short phrases.
- write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

- use the words they know in a sentence to work out likely meanings of single unknown words.
- use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- use a bilingual dictionary to identify the word class;
- use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in English and French

Speaking and writing

- use around 400 words to engage in short exchanges;
- ask and answer questions; express opinions and respond to those of others;
- seek clarification and help;
- use a wider range of descriptive language in their descriptions of people, places, things and actions.
- speak in and write complex sentences about people, places, things and actions, using familiar vocabulary and language;
- replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.

Grammar

Children 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.

Children can:

- show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- recognise and use partitive articles;
- name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- use a simple negative form;
- show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- recognise and use the first person possessive adjectives (mon, ma, mes);

Children 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.

Children can:

- identify word classes;
- demonstrate understanding of gender and number of nouns and use appropriate determiners;
- explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- name and use a range of conjunctions to create compound sentences;
- use some adverbs;
- demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
- explain and use elision; state the differences and similarities with English;
- recognise and use the simple future tense of a high frequency verb; compare with English;

	<ul style="list-style-type: none"> ● recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; ● conjugate a high frequency verb (aller/ir – to go) in the present tense; ● show awareness of subject-verb agreement; ● use simple prepositions in their sentences; ● use the third person singular and plural of the verb 'être' in the present tense. ● describe, distinguish and understand singular and plural articles (indefinite and definite) ● use singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), ● use intonation questions, including question words quoi, où, combien, comment, quand) 	<ul style="list-style-type: none"> ● recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; ● recognise and use the first and third person singular possessive adjectives ; ● recognise and use a range of prepositions; ● use the third person plural of a few high frequency verbs in the present tense; ● name all subject pronouns and use to conjugate a high frequency verb in the present tense; ● recognise and use a high frequency verb in the perfect tense; compare with English; ● follow a pattern to conjugate a regular verb in the present tense; ● choose the correct tense of a verb (present/perfect/imperfect/future) according to context. ● describe, distinguish and people, places, things and actions using singular and plural articles (indefinite and definite), ● use singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), ● apply 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR) + infinitive ● use intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), ● use negation (ne...pas)
<p>Stories, songs, poems and rhymes</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● listen and identify specific words in songs and rhymes and demonstrate understanding; ● listen and identify specific phrases in songs and rhymes and demonstrate understanding. ● join in with actions to accompany familiar songs, stories and rhymes; ● join in with words of a song or storytelling. 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● listen and identify rhyming words and specific sounds in songs and rhymes; ● follow the text of familiar songs and rhymes, identifying the meaning of words; ● read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. ● follow the text of a familiar song or story; ● follow the text of a familiar song or story and sing or read aloud; ● understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

Modern Foreign Languages Knowledge Progression – Spanish

	Yr 3/4	Yr 5/6
Cycle A	<p><u>Describing me and others</u> Phonics:</p> <ul style="list-style-type: none"> the vowel sounds (a,e,i,o,u) <p>Vocabulary:</p> <ul style="list-style-type: none"> adjectives to describe mood today and character generally, days of the week, <p>Grammar:</p> <ul style="list-style-type: none"> the verbs estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), WH-questions with dónde <p><u>Saying what I and others have</u> Phonics:</p> <ul style="list-style-type: none"> SSC words [ce] [ci] [z] [ch], SSC words [ca] [co] [cu] <p>Vocabulary:</p> <ul style="list-style-type: none"> nouns for possessions, I have a present for' story <p>Grammar:</p> <ul style="list-style-type: none"> The verb tener, singular indefinite articles (un, una), raised intonation questions, WH-questions with cómo, qué <p><u>Saying what I and others do</u> Phonics:</p> <ul style="list-style-type: none"> the SSC (sound-symbol correspondences) taught this unit are: [i/l] [ga/go/gui] [ca/co/cu] [que/qui] <p>Vocabulary:</p> <ul style="list-style-type: none"> verbs and nouns to describe a range of activities, numbers 1-12, <p>Grammar:</p> <ul style="list-style-type: none"> -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles 	<p><u>Describing me and others</u> Phonics:</p> <ul style="list-style-type: none"> Revisit vowel sounds): [a] [o] [u] [e] [i] Strong (a,e,o) and weak (u,i) vowel combinations are introduced. <p>Vocabulary:</p> <ul style="list-style-type: none"> revisit adjectives to describe mood today and character generally, revisit days of the week, months of the year, numbers 13-31, dates <p>Grammar:</p> <ul style="list-style-type: none"> Revisit the verbs estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), <p><u>Saying what I and others have</u> Phonics:</p> <ul style="list-style-type: none"> revisit SSC sounds [ca] [co] [cu] [ce] [ci] [z] [ch], Strong (a,e,o) and weak (u,i) vowel combinations are introduced. <p>Vocabulary:</p> <ul style="list-style-type: none"> revisit nouns for possessions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no nouns and adjectives for places, festivals, physical description <p>Grammar:</p> <ul style="list-style-type: none"> the verb estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), The verbs hay(haber)/ tener, singular indefinite articles (un, una), post-nominal adjectives <p><u>Saying what I and others do</u> Phonics:</p> <ul style="list-style-type: none"> the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] <p>Vocabulary:</p> <ul style="list-style-type: none"> verbs and nouns to describe a range of activities, school, free time, <p>Grammar:</p> <ul style="list-style-type: none"> revisit -AR and -ER singular, introduce -AR and -ER plural, singular definite articles (el, la),

Saying how many and describing things**Phonics:**

- the SSC (sound-symbol correspondences) revisited this term are: [que, qui, ce],
- recap on SFC (silent final consonant)

Vocabulary:

- verbs, adjectives and nouns to describe food,
- recap on numbers, days of the week and months of the year

Grammar:

- interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles,
- unos, unas - plural indefinite article,
- hay / tiene [+ numbers + nouns],
- regular plural marking on nouns (-s)

Describing things and people**Phonics:**

- the SSC (sound-symbol correspondences) taught this term are: [j] [ge] [gi] [gue] [gui] [ñ][n]

Vocabulary:

- adjectives for describing people and animals,
- story creation,

Grammar:

- Describing pictures
- Revisit postnominal adjective agreement - o/a, -e, - consonant
- ¿Cómo es?
- singular definite articles & adjective agreement (nouns ending in -e)
- subject pronouns for clarity and emphasis
- singular possessive adjectives mi / tu
- revisit SER vs ESTAR 3rd person singular
- revisit adjective endings
- tener + noun for states, tener + años for age

Expressing likes and saying what I and others do**Phonics:**

- the SSC (sound-symbol correspondences) revisited and/or taught this term are: [r/rr],[v/b], [h],

Vocabulary:

- describe likes and dislikes,
- adjectives and nouns focusing on foods based on the story 'The Hungry Caterpillar',
- revisit days, months

Grammar:

- revisit hay,
- regular plural marking on nouns (-es),
- revisit definite articles & adjective agreement,
- plural definite articles, using amar|odiar + definite article,
- revisit intonation questions

Saying where you are going and what there is there**Phonics:**

- The SSC sounds taught are: [n] [ñ] [v] [b] [r] [rr] [h]

Vocabulary:

- adjectives to describe physical geography,
- compass points,
- Spanish geography,
- leisure activities,
- numbers 1-31

Grammar:

- the verb -ir (singular),
- Contrast 'at/in' and 'to' e.g., estoy en Madrid. Voy a Madrid,
- Hay [+ numbers + nouns],
- regular plural marking on nouns (-s),
- regular postnominal adjective agreement (singular and plural)

Saying what I and others do**Phonics:**

- the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui].
- the use of accents is practised.

Vocabulary:

- words for describing activities, places in town, weather, sport, instruments, things countries are famous for

Grammar:

- hacer (singular/plural), jugar (singular/plural),
- two-verb structures - amar|odiar, querer | deber | poder (singular) + infinitive,
- revisit intonation and WH- questions

Expressing likes and dislikes**Phonics:**

- the SSC (sound-symbol correspondences) revisited this term are: [z] [ca] [co] [cu] [ce] [ci] [ch]

Vocabulary:

- adjectives to describe activities,
- nouns and adjectives to describe school and school subjects

Grammar:

- AR/ER verbs: we and they
- 2-verb structures: amar, odiar
- 2-verb structures, AR/ER verbs (I, you, s/he, we, they),
- adjective agreement (gender and number)

Skills Progression in Modern Foreign Languages – Spanish

	Lower Key Stage 2	Upper Key Stage 2
Phonics	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading, writing, listening to and speaking familiar words and phrases.</p> <p>Children can:</p> <p>Listening and writing</p> <ul style="list-style-type: none"> understand and recognise the SSC and phonics key words and remember them link SSC to new words they hear; listen and transcribe SSC within single words with some success; use sound-spelling links to follow when they listen and read. can match the Spanish SSC they hear to print and transcribe accurately the SSC words listen to and join in with songs and short poems <p>Reading and Speaking</p> <ul style="list-style-type: none"> readily read aloud the SSC and phonics key words; carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time; read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words; ensure pronunciation is usually comprehensible identify individual sounds in words and pronounce accurately when modelled; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions; 	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading, writing, listening to and speaking familiar words and phrases.</p> <p>Children can:</p> <p>Listening and writing</p> <ul style="list-style-type: none"> understand and recognise vowel combinations and stress patterns and identify these when listening; connect sound and spelling by transcribing a range of new words and parts of words listen and write short phrases including unfamiliar words more accurately, when focusing on transcription listen to and join in with songs and short poems <p>Reading and Speaking</p> <ul style="list-style-type: none"> read aloud many familiar words with clear and comprehensible pronunciation slowly and carefully; decode unfamiliar words using SSC knowledge; read familiar words and short sentences aloud with clear and comprehensible pronunciation; read aloud single unknown words more readily; read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation for example to mark questions and exclamations in a short, written passage.
Vocabulary	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Children can:</p> <p>Listening and reading</p> <ul style="list-style-type: none"> understand around 200 words when they listen and read them as single items and in short sentences which describe people, places, things and actions. use strategies for memorisation of vocabulary; 	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <p>Listening and reading</p> <ul style="list-style-type: none"> understand around 400 words when they listen and read them as single items and in short and compound sentences which describe people, places, things and actions.

- make links with English or known language to work out the meaning of new words;
- copy simple familiar words to describe people, places, things and actions using a model;
- use context to predict the meaning of new words;
- use strategies for memorisation of vocabulary;

Speaking and writing

- use around 200 words to engage in short exchanges;
- ask and answer questions; express opinions and respond to those of others;
- seek clarification and help.
- speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures
- speak and write single familiar words from memory with understandable accuracy;
- replace familiar vocabulary in short phrases written from memory to create new short phrases.
- write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

- use the words they know in a sentence to work out likely meanings of single unknown words.
- use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- use a bilingual dictionary to identify the word class;
- use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in English and Spanish

Speaking and writing

- use around 400 words to engage in short exchanges;
- ask and answer questions; express opinions and respond to those of others;
- seek clarification and help;
- use a wider range of descriptive language in their descriptions of people, places, things and actions.
- speak in and write complex sentences about people, places, things and actions, using familiar vocabulary and language;
- replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.

Grammar

Children 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.

Children can:

- show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite),
- distinguish and understand (in listening and writing) singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER ,
- distinguish and understand (in listening and writing) singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions,
- WH-questions with dónde, cómo, qué, cuántos, cuántas
- describe people, places, things and actions (in speaking and writing)
- use singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER in writing,

Children 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.

Children can:

- identify word classes;
- demonstrate understanding of gender and number of nouns and use appropriate determiners;
- explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- name and use a range of conjunctions to create compound sentences;
- recognise and use a range of prepositions;
- use the third person plural of a few high frequency verbs in the present tense;
- name all subject pronouns and use to conjugate a high frequency verb in the present tense;
- recognise and use a high frequency verb in the perfect tense; compare with English;

		<ul style="list-style-type: none"> ● distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), ● distinguish and identify singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, ● distinguish and identify 2-verb structures with singular QUERER, DEBER, PODER + infinitive, ● Identify singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas ● describe people, places, things and actions (in speaking and writing), using singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs
<p>Stories, songs, poems and rhymes</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● listen and identify specific words in songs and rhymes and demonstrate understanding; ● listen and identify specific phrases in songs and rhymes and demonstrate understanding. ● join in with actions to accompany familiar songs, stories and rhymes; ● join in with words of a song or storytelling. 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● listen and identify rhyming words and specific sounds in songs and rhymes; ● follow the text of familiar songs and rhymes, identifying the meaning of words; ● read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. ● follow the text of a familiar song or story; ● follow the text of a familiar song or story and sing or read aloud; ● understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.