

National Curriculum MFL Spanish Key Stage 2

Pupils should be taught to:

- 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
- 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

At Great Horwood we study the following topics across a two year cycle.

Year 3 and 4 Cycle A	Year 3 and 4 Cycle B	Year 5 and 6 Cycle A	Year 5 and 6 Cycle B
A New start Calendar and Celebrations Christmas Starry Night	Parts of the body I don't feel well Family Tree and Faces Christmas Activity; Lets Sparkle	Talking about ourselves My School, Your School In the City Christmas Shopping Activity	Revisiting 'Me' Asking the Time My Everyday life/your everyday life Super Hero Where I live/Where you live Christmas Activity: Paddington's Christmas Sandwiches

Italics – Target Tracker Statements

Epiphany Animals I like & don't like Carnival, colours, playground games Easter Celebrations	My Town, Your Town Epiphany Celebrating Carnival Jungle Animal	New Year Celebrations Pantomime verbs Healthy Eating Going to the Market Carnival Clowns Colours Clothes Descriptions	New Year celebrations Out of the World Outer Space House This is me! Hobbies and Fun All the fun of the Fair
Hungry Giant Going on a Picnic	Welcome to our School Summertime Weather and Ice Creams	Extreme Weather and countries Location comparison Going to the Seaside	Cafe Culture and Going to the Restaurant Playing Sport and enjoying sport Celebration Performance Time

MFL: Spanish with occasional French, Italian or German**Listening****Pupils will be taught to:**

EYFS/ KS1	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> listen to a range of songs 	<ul style="list-style-type: none"> understand a few familiar spoken words and phrases <i>recognise and respond to words and phrases heard</i> <i>understand a simple instruction, such as 'stand up'</i> <i>join in with parts of a story or song</i> 	<ul style="list-style-type: none"> understand a range of familiar spoken phrases <i>listen for specific words and phrases</i> 	<ul style="list-style-type: none"> understand the main points from a series of spoken sentences <i>understand the main points from a spoken question or passage</i> <i>match the spoken version of most known to the correct spelling</i> 	<ul style="list-style-type: none"> understand the main points and some detail from a short-spoken passage comprising of familiar language <i>understand the main points and some details from spoken passages on a range of subjects</i> <i>use knowledge of spelling to help read unfamiliar words</i>

Italics – Target Tracker Statements

Speaking Pupils will be taught to:				
<ul style="list-style-type: none"> • join in singing a range of songs, rhymes • say greetings in a different language when answering the register 	<ul style="list-style-type: none"> • say/repeat a few words and short simple phrases • be understood by a sympathetic native speaker • <i>ask and answer simple questions about personal information</i> • <i>use a familiar sentence and change one or two words to make a new sentence</i> • <i>speak clearly to an audience using good pronunciation</i> • <i>use some simple adjectives to describe a picture or object</i> 	<ul style="list-style-type: none"> • ask and answer simple questions • give basic information • pronounce familiar words and some new words accurately • <i>ask and answer questions about different topics</i> • <i>change simple sentences heard in different ways to make new sentences</i> • <i>read aloud with good pronunciation</i> 	<ul style="list-style-type: none"> • ask and answer simple questions on several topics • express opinions • take part in brief pre-prepared tasks such as short presentations and role plays • <i>talk about likes and dislikes giving reasons</i> • <i>make changes to a complex sentence heard to create a new sentence with a different meaning</i> • <i>change the voice to show whether it is an asking a question or a statement being made</i> • <i>prepare a short speech to say in front of an audience</i> 	<ul style="list-style-type: none"> • take part in a simple conversation • express simple opinions • generally accurate pronunciation (to a sympathetic native speaker) • <i>discuss a topic with others giving own ideas and asking for help when needed</i> • <i>create own extended sentences</i> • <i>use the way pupils speak to make meaning clear and keep the audience interested</i>
Reading Pupils will be taught to:				
	<ul style="list-style-type: none"> • recognise and read out a few familiar words and phrases • <i>match written words and phrases to pictures or symbols</i> • <i>read some familiar words aloud</i> • <i>learn and remember new words from reading</i> 	<ul style="list-style-type: none"> • understand simple written phrases • <i>match sounds too familiar written words</i> • <i>understand and read out several familiar phrases and sentences</i> • <i>follow the words of a text when it is being read aloud</i> • <i>work out the meaning of some</i> 	<ul style="list-style-type: none"> • understand the main point(s) from a short-written passage in clear printed script • use bi-lingual dictionaries independently • apply phonic knowledge to find, understand and/or produce spoken and written words • <i>understand the main points from</i> 	<ul style="list-style-type: none"> • understand the main points and simple opinion of a longer written passage (e.g. letter, recipe, poem, story, an account) • use a bilingual dictionary to access unfamiliar language • <i>understand the main points and some details from a text which includes unfamiliar language</i>

Italics – Target Tracker Statements

		<i>new words when reading</i>	<i>a short written text</i> <ul style="list-style-type: none"> • <i>learn a song or poem using the written words to help</i> • <i>use a dictionary to find new words linked to a topic</i> 	<ul style="list-style-type: none"> • <i>try to read and understand a range of different texts using clues to help</i> • <i>use words and phrases learnt from reading and from dictionaries</i>
Writing Pupils will be taught to:				
	<ul style="list-style-type: none"> • write or copy a few simple words or symbols • <i>remember how to write some words on my own</i> • <i>use some simple adjectives to describe a picture or object</i> • <i>sentence to describe a picture or object using a word bank to help</i> • <i>tell whether words are nouns, adjectives or verbs</i> • <i>know the order of words in sentences</i> 	<ul style="list-style-type: none"> • spell some familiar written words and phrases accurately • write simple sentences with limited mistakes so that the message is understood. • <i>write a range of words and some short phrases from memory</i> • <i>use different adjectives to describe people or a detailed picture</i> • <i>write sentences to describe something, using some words remembered and an example sentence to help</i> 	<ul style="list-style-type: none"> • write two or three short sentences as a personal response, using reference materials / with support • attempt to use nouns and adjectives • show an awareness of the use of and conjugation of some commonly used and regular verbs in the present tense • <i>write phrases and some simple sentences from memory</i> • <i>describe people and things using different adjectives and can use some verbs to say what people are doing</i> 	<ul style="list-style-type: none"> • write a short text attempting to use nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary • <i>write several phrases and sentences from memory and can change them to express own ideas</i> • <i>choose the best adjectives to describe people, places and things and the right verb to describe an action</i> • <i>know that different languages have different rules about grammar</i>