

## The MFL Curriculum at St Finbar's

- Our MFL curriculum is for all KS2 children (Y3 – Y6).
- Our curriculum is skills-based; using knowledge and understanding of the world as the context for learning to speak Spanish.
- Our curriculum is progressive; building on previous years' knowledge, understanding and skills.
- Our curriculum is organised into broad areas of learning and core skills; following the National Curriculum (2014): listening, speaking, reading, writing and grammar.

### End of Year Group Expectations

Core skills	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Listening (L)					<ul style="list-style-type: none"> <li>➔ Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response.</li> <li>➔ Listen and identify rhyming words and particular sounds in songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Listen and show understanding of longer sentences through physical response.</li> <li>➔ Listen and identify words in songs and rhymes and demonstrate understanding</li> </ul>	<ul style="list-style-type: none"> <li>➔ Listen and show understanding of more complex familiar sentences.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</li> </ul>
Speaking (S)					<ul style="list-style-type: none"> <li>➔ Answer and begin to ask some familiar questions using simple, rehearsed language and including opinions.</li> <li>➔ Name objects and actions and link words with a simple connective.</li> <li>➔ Name nouns and present a rehearsed simple statement.</li> <li>➔ Join in with actions and words to accompany familiar songs, stories and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Ask and answer several simple and familiar questions with a rehearsed response including opinions and simple justifications.</li> <li>➔ Use familiar vocabulary to say simple sentences using a language scaffold.</li> <li>➔ Make simple rehearsed statements about themselves, objects and people.</li> <li>➔ Say a simple rhyme from memory; join in with words of a song or storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Ask and answer more complex familiar questions with a scaffold of responses.</li> <li>➔ Use familiar vocabulary to say more complex sentences using a language scaffold.</li> <li>➔ Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.</li> <li>➔ Follow the simple text of a familiar song or story and sing or read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help.</li> <li>➔ Manipulate language to create and say sentence of own choice using familiar language.</li> <li>➔ Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.</li> <li>➔ Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.</li> </ul>

CORE SKILLS	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Reading (R)					<ul style="list-style-type: none"> <li>➔ Read and show understanding of familiar single words and simple phrases.</li> <li>➔ Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Read and show understanding of familiar longer sentences.</li> <li>➔ Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Follow the text of familiar rhymes and songs identifying the meaning of words.</li> <li>➔ Read and show understanding of a complex sentence using familiar language.</li> <li>➔ Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</li> <li>➔ Predict the pronunciation of unfamiliar words, with increasing accuracy in a series of sentences.</li> <li>➔ Read and show understanding of a series of complex sentences using familiar language.</li> <li>➔ Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context</li> </ul>
Writing (W)					<ul style="list-style-type: none"> <li>➔ Write and say simple familiar words and phrases to describe people, places, things and actions using a model.</li> <li>➔ Write single familiar words from memory with understandable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Write and say a longer sentence to describe people, places, things and actions using a language scaffold.</li> <li>➔ Write simple familiar short phrases from memory with understandable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</li> <li>➔ Write familiar complex sentences from memory with understandable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.</li> <li>➔ Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.</li> </ul>

Grammar  
(G)

→Be aware of the form of word classes – nouns, adjectives [including agreement with masculine and feminine singular], adverbs, verbs [including the imperative] and connectives, definite and indefinite articles [singular and plural] and be aware of similarities in English.

→Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1<sup>st</sup> and 2<sup>nd</sup> person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1<sup>st</sup> and 2<sup>nd</sup> person pronouns; state the position of most adjectives and demonstrate use; make a positive sentence negative; construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English. Use of connectives and prepositions.

→Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3<sup>rd</sup> person singular (plural) of regular and high frequency verbs; name the words for the definite article and use correctly; explain the agreement of possessive pronouns with the linked noun and demonstrate use; rules of use when combining prepositions + articles [eg: Fr. De + le = du/Sp. De + el = del]; construct more complex sentences; explain and use elision. State the differences and similarities with English.

→Demonstrate the knowledge and use of grammar in sentences: word classes; gender of nouns, definite article [and elision] and indefinite article [and its omission for jobs], plural of nouns; 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person pronouns with regular and high frequency verbs in present tense; the use of reflexive verbs and the imperfect form; the position and agreement of adjectives; negatives; the construction of simple and complex sentences. State the differences and similarities with English.