

Woodthorpe Primary School

MFL Progression: knowledge and skills

MFL at Woodthorpe:

The ability to understand, speak, read and write in a language other than English, to whatever level, is an essential skill for life. It is a skill which can enhance the children's future prospects and promote social mobility and as all children are starting this new subject from scratch in Year 3, it is a great leveller of abilities, regardless of their prior learning experiences. Learning a new language is a challenge in itself! It is a challenge not only to acquire and recall new vocabulary, but also to understand new grammatical structures and concepts and pronounce new words.

Whilst confidence in any language requires mastery in the 4 skill areas of listening, speaking, reading and writing (the MFL attainment objectives), progression within each of these skill areas depends upon a structured and methodical approach to the 3 pillars of foreign language acquisition: phonics, vocabulary and grammar. Without a structured and progressive coverage of these areas both from year group to year group and within each individual topic area, progress is limited. For example, pupils cannot give extended opinions about sports that they like and why if they have not first learnt the vocabulary for those sports and adjectives to describe them earlier in the half-term. Similarly, pupils in Year 4 cannot choose the correct adjectival form to describe their Joan Miró inspired art-work, if they have not grasped the concept of gender and basic adjectival agreement of colours in Year 3.

We strongly believe that learning a foreign language is not just about learning the actual language; therefore, children learn to respect the different cultural events, celebrations and festivities in the Spanish speaking world. These include an appreciation of the Mexican 'Day of Dead' - a celebration of life, Christmas and Easter celebrations as well as the numerous festivals for which Spain is famous for. Children also learn about differences between Britain and Spain through our interesting topics such as how meal times are vastly different in Spain and also some geographical knowledge of Spain.

As much of our classroom work is oral based, the children also have to show great respect for each other, developing strong listening and pair-work skills. In addition to our classroom work, the children enjoy taking part in our annual Spanish Christmas carols performance with each year group learning 2 Spanish carols to perform to the whole school; some children also play the bells and other introduce the meaning of each song.

After 4 years of Spanish learning, our children leave Woodthorpe equipped with strong language learning skills and knowledge, ready to tackle whatever foreign language their new secondary school offers them.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	English phonics	English phonics	<ul style="list-style-type: none"> • Awareness that vowels in Spanish are always short and always pronounced in the same way. • Introduction to pronunciation of 'c' and 'g' when followed by different vowels • Introduction to other letter strings which produce 'c' sounds (que, qui) 	<ul style="list-style-type: none"> • Discreet teaching of the rest of the special letters in Spanish which can be problematic for English speakers: h; j; ll; ñ; v; z • Pupils also learn the alphabet in Year 4 to reinforce their Spanish phonics work 	<ul style="list-style-type: none"> • Reinforcement of correction pronunciation of new vocabulary at every opportunity using phonics knowledge from Year 3 and 4. 	
Vocabulary			<ul style="list-style-type: none"> • Basic greetings and exchanging personal information • Numbers up to 31, days of the week, months of the year, seasons. • High frequency verbs e.g 'tengo' (I have); ¿tienes? (do you have) – pets, pencil items; hay (there is), es (it is), son (they are) – some fruits and foods • High frequency connectives – y (and), pero (but), también (also). • Using a bi-lingual dictionary for the first time. • Question forms – only require 	<ul style="list-style-type: none"> • How to express likes and dislikes • Food and café vocab • Prepositions of place • Common 2D shapes • Body parts and face descriptions for 1st and 3rd person • Family members • High frequency verbs and connectives from Year 3 are revisited in new vocabulary areas (above). • Extension of key high frequency verbs to include estar (to be for position), llevar (to wear), querer 	<ul style="list-style-type: none"> • Telling the time in Spanish so knowledge of numbers is expanded up to 60. • Food vocab knowledge is expanded to talk about food eaten at each meal and at what time. • Sports and music contexts are used to give more extended opinions about them using adjectives for those opinions 'porque es' = because it is... • Adverbs of frequency • Weather and describing typical 	<ul style="list-style-type: none"> • Describe key features in a country (natural and man-made) • Describe facilities and characteristics of a town / city • Holidays activities • Describing schools, so time and extended opinions are revisited. • Greater range of adjectives are introduced to express opinions about these topics. • All previous question words revisited plus 'dónde'

			<p>upside down question marks for 'do you ...?'</p>	<p>(to want), me gusta / no me gusta (I like / dislike)</p> <ul style="list-style-type: none"> • Greater range of adjectives e.g thick / fine / straight / wavy • More question words 'qué', 'cómo es', 'cuánto' 	<p>weather in each season</p> <ul style="list-style-type: none"> • Extension of key verbs knowledge to include tocar (to play an instrument), practicar (to practise), jugar (to play sport), hacer (used for most weather conditions) • More question words 'cuál' 'cuándo' 	
<p>Grammar</p>			<ul style="list-style-type: none"> • Introduction to gender (masculine and feminine) with pencil case items; animals, seasons • Introduction to word order (usually adjective after noun) with animals and colours / big /small • Introduction to how adjectival agreement works with animals and adjectives. • Introduction to making verbs negative by place a 'no' in front of it e.g. no tengo, no es, no hay etc. 	<ul style="list-style-type: none"> • Concept of gender of nouns is revisited with all topic areas – pupils can identify of the noun is masculine or feminine from the el / la and any clues from the ending of the word. • Adjectival agreement and word order concepts are revisited with new topic areas. • Plural agreements are also introduced with the Joan Miró art topic. • Key verbs are increasingly used in the 3rd person 	<ul style="list-style-type: none"> • Gender of nouns should be easier to identify using the el / la /los / las before the noun to help • Pupils can make adjectives agree with the nouns they are describing for both singular and plural nouns and recognise errors with this. • Pupils are introduced to the full conjugation of regular AR verbs with the sports topic using the verb JUGAR as an example. 	<ul style="list-style-type: none"> • Pupils can confidently work with nouns and adjectives making the correct changes of gender of adjectives so sentences are accurate. • The concept of AR verbs is revisited and then extended to include ER and IR regular verbs in the present tense. • The conditional verb ' me gustaría' is introduced = I would like which shows progression from 'me gusta' = I like

				to describe other people.		
Cultural Appreciation			<ul style="list-style-type: none"> • European Day of Languages – Pupils are aware of how many languages are spoken in the world • Spanish speaking world quiz – pupils become aware of other countries which speak Spanish in the world and some basic knowledge about them • Pupils learn some basic information about how Christmas and 'Carnaval' is celebrated in Spain 	<ul style="list-style-type: none"> • European Day of Languages – Pupils recognise different languages sung in different famous Disney songs • Pupils learn how The Day of The Dead is a Mexican celebration of life • Pupils look at the art work by Joan Miró and Picasso 	<ul style="list-style-type: none"> • European Day of Languages – Pupils learn some facts about languages and language acquisition. • Pupils learn more details about The Day of The Dead in Mexico • Pupils learn which sports are most popular in Spain and also facts about some famous Spanish sports stars. • Pupils learn how Easter is celebrated in Spain. 	<ul style="list-style-type: none"> • European Day of Languages – Pupils try to identify different languages when played to them. • Pupils learn what different countries are famous for. • Pupils learn about 5 major Spanish festivals – where, when and how they are celebrated. • Pupils can describe key features of Spain (natural and man-made) and also say where some key cities are found.