



MFL (Spanish) Long Term Plan and Progression Document



Vision

At Eccleston Lane Ends our vision for the MFL curriculum is to ensure children develop an interest in learning other languages in a way that is enjoyable and stimulating. We want to establish a curriculum where children are enabled to understand others and have a greater acceptance of the world we live in and its cultural diversity.

Intent

At Eccleston Lane Ends our intent for the Modern Foreign Languages element of our school curriculum is to foster children's curiosity and deepen their understanding of the world and other cultures. Teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Language teaching should provide the foundation for learning further languages, equipping children with the knowledge of how important other languages can be in their future.

Implementation

MFL is taught throughout the whole school year from EYFS to Year 6. It is taught by the MFL teacher in all year groups. The curriculum is planned out showing clear progression from EYFS all the way through to KS2. The four main areas are covered - listening, speaking, reading and writing. There is a clear program of phonics teaching, grammar teaching and new vocabulary weaved throughout the curriculum, building upon and consolidating prior knowledge at each step.

MFL is assessed using a range of approaches and resources.

The children carry out termly PLN puzzle it out assessments that have been based on the European A1 framework for languages. These assess the children's listening, speaking, reading and writing in a systematic way.

Evidence is also collected using Seesaw video clips and photographs of the activities, games, songs and speaking activities.

A sticky notes system is used as 'on the spot' moment of significance noted

Impact

EYFS and KS1 children have access to our MFL curriculum and are considered to be 'Language Explorers'. By the end of KS1 children should have a basic knowledge of key vocabulary, have listened to and joined in with a range of songs, games, stories and poems. They should now be well prepared and have a good foundation for future Spanish learning in KS2.

By the end of Year 3, children should be able to recall key vocabulary and phrases to share information linking to their lives and wider world.

By the end of Year 4, the children should have built a varied Spanish vocabulary about themselves and the world around them that they can create conversations and use these to share information with others.

By the end of Year 5, the children are becoming more confident to communicate a range of Spanish words and phrases orally and written to share



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		<p>during teaching and lesson times as a way of collecting further evidence.</p> <p>The children are involved in assessing their own learning through the use of tracking clouds. The children can colour code or tick the relevant clouds, annotating these with relevant vocabulary or phrases.</p> <p>A certificate system in place also helps to highlight children who have achieved a certain level of understanding of concepts in each lesson.</p> <p>Each of these methods feed into an overall teacher judgement of each child which is then recorded on 'Insight'.</p>	<p>and describe information about themselves, animals and a variety of food and drink.</p> <p>By the end of their time at Eccleston Lane Ends children in Year 6 should be confident to use a range of Spanish words and phrases accurately to communicate a range of information in a variety of ways. Children are confident moving on to secondary education with a foundation of Spanish.</p>
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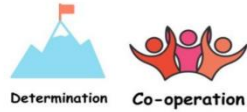
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BRICKS Curriculum Links with MFL



<p>B: Instil the British and school values</p> <p>R: Develop resilience and resourcefulness</p> <p>I: Inspire critical thinking</p> <p>C: Create articulate learners</p> <p>K: Building upon knowledge and skills</p> <p>S: Supporting well-being and health</p>	<p>Instil the British and school values Learning about and having an understanding of different cultures.</p> <p>Tolerance is embedded through the learning of the cultures of other countries</p> <p>Mutual respect of our peers, the wider school community and beyond is embedded through encouragement to share ideas, knowledge and views.</p> <p>Linked value: INCLUSION</p>	<p>Develop resilience and perseverance Resilience is needed to have the confidence and courage to speak a new language</p> <p>Resilience is needed to progress and learn a language over time</p> <p>Opportunities are provided through games, retrieval activities, language detective activities</p> <p>Lessons encourage determination</p> <p>Linked value: DETERMINATION</p>	<p>Inspire critical thinking Skills to revise, revisit and self-assess are developed throughout the curriculum</p> <p>Use of tracking clouds enable children to assess their own knowledge</p> <p>Activities are provided for children to question their own knowledge</p> <p>Encouragement and development to have independence in own learning is interweaved throughout the curriculum through opportunities such as language detective activities, quizzes and games that include working out new vocabulary using prior knowledge, using word banks and bilingual dictionaries.</p> <p>Children are continually working out and making sense of the language being taught, drawing upon knowledge of things such as cognates, near cognates, false friends, pronunciation, intonation, awareness of gender and adjectival agreement.</p> <p>Linked Value: HONESTY</p>
<p>Create articulate learners Challenging curriculum content</p> <p>Opportunities for children to work out and explain reasons for their ideas/thoughts for example when thinking about sentence structure and being able to construct a sentence that is grammatically correct.</p> <p>Time to listen to others and challenge, add to or extend ideas in discussions for example about the meaning of particular words</p> <p>Linked value: CO-OPERATION</p>	<p>Building upon knowledge and skills A carefully planned curriculum is in place based on the four pillars of languages - listening, speaking, reading, writing with phonics and grammar interweaved throughout.</p> <p>The curriculum builds upon and extends the knowledge progressively from stage to stage</p> <p>Knowledge mats for each topic are used and added to/ annotated in lessons</p> <p>Tracking clouds enable children to follow their own progress and be aware of the knowledge and skills being covered each half term.</p> <p>Puzzle it out assessments to keep track of the knowledge and skills gained each term.</p> <p>Linked value: RESPECT</p>	<p>Supporting well-being and health Language lessons are delivered in a positive encouraging atmosphere enabling children to comfortably 'have a go', speak out in front of their peers and to not be afraid to make mistakes.</p> <p>Children are introduced to a variety of languages through their peers with EAL sharing their knowledge through some whole school activities and some organised by our team of Language Ambassadors.</p> <p>Mindfulness activities are carried out at certain points of the year led by our Language Ambassadors.</p> <p>Own personal sense of achievement and pride in being able to communicate and understand aspects of another language</p> <p>Learning about the lifestyles of other cultures and comparing and reflecting upon own lifestyles.</p> <p>Linked value: KINDNESS</p>	



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Greetings	My name is	Numbers 1-5	Colours	Numbers 1-10	Pirates
Why do we teach this topic?	The topics covered in EYFS are aimed to complement the seven areas of learning and to introduce children to basic Spanish vocabulary through songs and games.					A recap all of the topics covered in EYFS.
Year 1	Greetings and Numbers	Playground games	Mini Beasts	Dinosaurs	Plant Pot Story	Mr Biscuit
Why do we teach this topic?	Consolidating and extending knowledge	Using numbers in another context, cultural awareness	Linking knowledge of numbers to a topic, extending vocabulary	Extending knowledge of numbers and colours	Explore rhymes, songs and stories	Body parts vocab, recap of topics taught inY1
Year 2	At the Farm	Autumn Harvest Walk	Birthdays	Me and my puppy	Over the Rainbow	Pirate Personalities
Why do we teach this topic?	Extend numbers, new animal vocab	New food vocab, explore stories	Extend numbers, intro to likes/dislikes	Extend knowledge of 'me'	Recap and extend colours, new weather vocab	A recap all of the topics covered in KS1
Year 3	A New Start	The Calendar	Epiphany, Animals I like/don't like	Celebrating Carnival	Breakfast, fruit nouns, hungry giant	Going on a picnic
Why do we teach this topic?	Early stages of conversation building with familiar language	New relevant vocab linked to daily life and own birthdays	Culture, consolidation of vocab, develop grammar concept - pluralisation	Revisit core language, culture	Fruit nouns, use and knowledge of pluralisation	Picnic nouns, revisit colours, numbers
Year 4	Welcome to school	My local area, your local area	Family tree and faces	Body Parts	Jungle animals	Summertime
Why do we teach this topic?	Revisit core lang from stage 1, classroom nouns	Shop nouns, directions, culture	Extending knowledge of 'me' - family nouns, face parts and colours	Extend body parts to face parts, adjectives	Extend knowledge of adjectives to write descriptive sentences	Weather vocab, Use knowledge of I like/dislike with ice creams
Year 5	My school, my subjects	Time in the city	Healthy Eating	Clothes, colours	Out of this world	Going to the seaside
Why do we teach this topic?	Revisit core lang, extend feelings phrases, opinions	Revisit and extend knowledge of places in a town	Revisit fruits, veg, linking with numbers (paying)	Extend knowledge of verbs, use adjectives of size and colour	Recap personal info, planets, descriptions	Descriptive, persuasive, conjunctions, extended sentences
Year 6	Everyday life	Where I live, where you live	Playing and enjoying sport	At the funfair, my favourite things	Café culture and restaurants	All about me
Why do we teach this topic?	Revisit personal info and extended feelings, recall nos to 60, introduce time	New vocab linked to me - room nouns, furniture nouns, development of descriptive sentences	New sports nouns, extend verb knowledge, extend knowledge of adjectives for likes/dislikes	New vocab - funfair rides, continue to extend bank of adjectives, opinions	Culture, consolidate likes/dislikes, extend food nouns,	Recap and consolidate info about me as preparation to KS3 transition.



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EYFS (Spanish Explorer)						
EYFS end points	<p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Through the teaching of MFL, opportunities will be planned to cover the following areas:</p> <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> •Build constructive and respectful relationships •Be confident to try new activities and show resilience and perseverance in the face of challenge •work and play cooperatively and take turns with others. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> •Understand how to listen and why listening is important. •Learn new vocabulary. •Listen carefully to rhymes and songs, paying attention to how they sound. •Learn rhymes, poems and songs. •Participate in small group, class and one to one speaking activities. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> •Recognise some similarities and differences between life in this country and life in other countries. 					
Skills to be taught	<p>The EYFS curriculum will be planned to introduce children to Listening and Speaking skills. The children will be given opportunities to listen and join in with a variety of songs, poems, stories and games.</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 e.g. hello/goodbye/thank you.</p>					
Knowledge and vocabulary to be taught	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Greetings - Hello, Good morning, Good afternoon, Good evening	My name is.... Feelings - happy, sad, very happy, very sad	Numbers 1-5	6 colour nouns	Numbers 1-10	Recap and consolidation of topics covered
Key Stage 1						
Key Stage 1 end points	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to explore sounds, words and phrases of a new language. They should be provided with opportunities to explore how to make the sounds we hear in a different language, join in with rhymes, songs and stories in the new language, participate in spoken performances and explore some written words in the target language. This will provide a good, solid foundation for the MFL curriculum requirements which begin in KS2. Teaching will progress through the following five main areas - listening, speaking, reading, writing, phonics and grammar. At Key Stage 1 an emphasis will be placed upon the first two areas -Listening and Speaking.</p>					
Areas of Learning	Listening	Speaking	Reading	Writing	Phonics	Grammar



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Year 1 (Spanish Explorer)						
Skills to be taught	<p>Explore some of the sounds of a new language.</p> <p>Explore ways to use listening skills to help hear sounds and words in a new language.</p> <p>Practise skills in listening to rhymes, songs and stories.</p>	<p>Practise skills in joining in with rhymes, songs and stories.</p> <p>Practise joining in with games,</p> <p>Explore how to say the new sounds, words and simple phrases we know.</p> <p>Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple target language.</p>	<p>Beginning to recognise some important words written in the target language e.g. greetings or a number.</p>	<p>Can attempt to copy some important words written in the target language e.g. greetings or a number.</p>	<p>Develop an awareness of</p> <p>ua/ei (numbers)</p> <p>v/ll/r/z/j (colours)</p> <p>s (animals)</p>	<p>Recognise there are two words for 'a' - Una/ un.</p>
Knowledge and vocabulary to be taught	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Greetings Numbers 1-10	Colours	Jungle animals numbers	Farm animals	Weather	Sea creatures
Year 2 (Spanish Explorer)						
Areas of Learning	Listening	Speaking	Reading	Writing	Phonics	Grammar
Skills to be taught	<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</p>	<p>Practise and experiment with skills in joining in with rhymes, songs and stories.</p> <p>Join in with games.</p> <p>Explore how to say the new sounds, words and</p>	<p>Can recognise some important words written in the target language e.g. greetings or a number/day of the week.</p>	<p>Can attempt to copy some important words written in the target language e.g. greetings or a number/day of the week.</p>	<p>Develop an awareness of</p> <p>silent h hola, hombros</p> <p>z/ll/a cabeza</p>	<p>Recognise the 'no' comes at the front of the phrase - Me gusta/ no me gusta.</p> <p>Recognise a plural noun - add s.</p>



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	phrases in a new language. Practise and experiment with skills in listening to rhymes, songs and stories.	simple phrases we know. Explore how to participate in spoken performances of rhymes, songs and simple performances in the target language.		Can attempt to copy a short phrase written in the target language eg My name is...	rodillas	
Knowledge and vocabulary to be taught	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Greetings Name phrase Age phrase Numbers 0-11	Body parts Face parts Numbers	Months of the year Birthday phrase Age phrase	Mini beasts numbers	Dinosaurs Colours Numbers Environments	Gingerbread man characters Numbers Story language
Year 3 (Stage 1)						
Areas of Learning	Listening	Speaking	Reading	Writing	Phonics	Grammar
Stage 1 end points	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language	'll' llamo amarillo 'bre' 'es' diciembre viernes	Recognise and use nouns in singular and plural forms. Understand noun gender. Know there is more than one word for 'a'.
Skills to be taught	Show that he/she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language. When listening to stories, rhymes, songs join in with repeated sections and	Ask and answer simple questions for example about personal information. Repeat sentences heard and make simple adaptations to them. Use mostly accurate pronunciation and speak clearly when addressing an audience.	Recognise some familiar words and phrases in written form. Read some familiar words aloud using mostly accurate pronunciation.	Write some single words from memory. Use simple adjectives such as colours and sizes to describe things in writing. Record descriptive sentences using a word bank.	octubre martes 'o' 'j' gato conejo perro pájaro caballo oveja 'ce' 'ñ' catorce años quince 'ja' naranja	Recognise the main word class e.g. nouns, adjectives and verbs. Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.



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	identify particular phonemes and rhyming words.	Use simple adjectives such as colours and sizes to describe things orally.			'z' 'v' zumo vivo manzana vive	
Knowledge and vocabulary to be taught	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Greetings/farewells Ask and answer question: name/feelings. Explore numbers 0-11. Explore 6 colours	Colours Commands in class Days of week Months of year Culture: Christmas	Animals (pets) nouns What is it? My favourite animal is ... Story: Animals I see when I walk to school	Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in Spanish. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture: Easter	Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please Story: The hungry giant story, performance Board game: The hungry giant	Food and drink for a picnic nouns. Story: going on a picnic Culture: Map and places - in Spain Where do you live? I live in ... Language Puzzle: using our language detective skills to explore another language
Year 4 (Stage 2)						
Areas of learning	Listening	Speaking	Reading	Writing	Phonics	Grammar
Stage 2 end points	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	'je' tijeras 'cuen' 'ci' cuenta cine á' papá mama 'z' cabeza brazo 'gre' tigre	Develop how to use singular and plural nouns with adjectives to describe. Understand noun gender. Know there is more than one word for 'a' and 'the'.
Skills to be taught	Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.	Ask and answer a range of questions on different topic areas. Using familiar sentences as models, make varied adaptations to create new sentences.	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.	Write words and short phrases from memory. Use a range of adjectives to describe things in more detail such as describing someone's appearance.		Recognise a wider range of word classes including pronouns and articles and use them appropriately. Understand that adjectives may change form according to the noun they relate to and select the appropriate form.



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	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spelling.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently in English.</p>	<p>Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Follow the written version of a text he / she is listening to.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p>	<p>Write descriptive sentences using a model but supplying some words from memory.</p>	<p>'ue' 'ce'</p> <p>frambuesa hace</p>	<p>Recognise questions and negative sentences.</p>
Knowledge and vocabulary to be taught	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
	<p>Recall personal information questions and answers</p> <p>Recall 0-11 and some classroom instructions</p> <p>Say and read numbers 10-20</p> <p>Recall days and months</p> <p>Names of areas /rooms in school</p> <p>Culture: School in Spain</p>	<p>Revisit /extend colours</p> <p>Revisit/extend classroom commands</p> <p>Commands of movement and direction</p> <p>Places in town/shops nouns</p> <p>Ask and answer question "Where is?"</p> <p>Poem: Bonfire Night</p> <p>Culture: shops and a typical town in Spain</p> <p>Culture: Christmas</p>	<p>Culture: Epiphany in Spain.</p> <p>Family member nouns</p> <p>Recall personal information</p> <p>Parts of the face nouns</p> <p>Simple sentences to describe a face</p> <p>Create an alien face.</p>	<p>Revisit face part nouns</p> <p>Body parts nouns</p> <p>Movement commands</p> <p>Use of " I have" with physical descriptions in Spanish.</p> <p>Generate simple sentence descriptions, adjective and nouns, to describe an alien.</p>	<p>Recall body parts nouns</p> <p>Jungle animal nouns Adjectives of colour and size to describe animal nouns</p> <p>Story: Walking through the jungle</p> <p>Poem: Jungle animal explorers</p>	<p>Weather statements</p> <p>Weather question.</p> <p>Ice cream flavours Buying an ice cream dialogues</p> <p>Ice creams- I love, like, dislike</p> <p>Culture: Map and places - in Spain and weather forecasts</p> <p>Language Puzzle: using our language</p> <p>detective skills to explore another language.</p>
Year 5 (Stage 3)						
Areas of learning	Listening	Speaking	Reading	Writing	Phonics	Grammar
Stage 3 end points	Can understand the main points from a series of spoken	Can ask and answer simple questions on several topics and	Can understand the main point(s) from a short,	Can write two or three short sentences as a personal response,	'cio' 'ión'	Knowledge of 1 st and 3 rd person singular.



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	<p>sentences (including questions.) May require some repetition</p>	<p>can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.</p>	<p>written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p>	<p>using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p>	<p>'oo' Zoo</p> <p>'qui' Quiero</p> <p>'zap' zapatos</p> <p>'io' Mercurio Espacio</p> <p>'ar' jugar nadar tomar</p>	<p>Begin to explore the conjugation of a regular present tense verb (to wear). Use some conjunctions Say and write detailed description including a verb, nouns and a variety of adjectives. Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives. Use modal verb (to be able to) plus infinitive to create persuasive sentences</p>
<p>Skills to be taught</p>	<p>Gain an overall understanding of an extended text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.</p> <p>Identify different ways to spell key sounds and select the correct spelling of a familiar word.</p>	<p>Take part in a conversation and express simple opinions giving reasons.</p> <p>Adapt known complex sentences to reflect a variation on meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p> <p>Create a short piece for a presentation to an audience.</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Learn a song or poem using written text for support.</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/ her ability to use different strategies to work</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.</p> <p>Use a wide range of adjectives to describe people and things and use different verbs to describe actions</p>	<p>Know how to conjugate some high frequency verbs.</p> <p>Understand how to make changes to an adjective in order for it to agree with the relevant noun.</p> <p>Adapt sentences to form negative sentences and begin to form questions.</p>	



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			out the meaning of unfamiliar words			
Knowledge and vocabulary to be taught	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p>Recall personal information questions and answers</p> <p>Introduce myself</p> <p>Introduce another person</p> <p>Talk about feelings- use of verb "estar" with feelings</p> <p>Opinions and reasons</p> <p>School subjects</p> <p>Likes and dislikes</p> <p>Culture: School in Spain and school timetable</p>	<p>Recall familiar places in town/shops nouns</p> <p>Places and nouns for places in a city</p> <p>Simple directions around town/city</p> <p>Buying an entrance ticket</p> <p>Buying an item and asking the price</p> <p>Numbers 0-100 and euros</p> <p>Shopping roleplay</p> <p>Culture: visiting Madrid and getting to know a city in Spain</p>	<p>Recall nouns for fruit and vegetables</p> <p>Extend knowledge of fruits and vegetables</p> <p>Culture: explore fruits and vegetables grown in Spain</p> <p>Likes, dislikes and preferences</p> <p>Recall numbers 0-100</p> <p>Weights and quantities</p> <p>At the market roleplays</p> <p>Recipe instructions</p> <p>Culture: fruit salad</p>	<p>Clothes nouns</p> <p>Verb: to wear in Spanish.</p> <p>Adjectives of size and colour</p> <p>A fancy dress outfit - nouns and adjectives</p> <p>Sports kit nouns</p>	<p>Personal identity nouns</p> <p>Questions and answers about ID</p> <p>Planets in Spanish</p> <p>Adjectives to describe the planets</p> <p>Recall familiar language from range of topics to create an imaginary planet</p> <p>Links between languages: etymology of planets</p>	<p>Beach bag item nouns</p> <p>Sentence starters You can + verbs as infinitives about activities at the seaside</p> <p>Conjunctions</p> <p>Opinions and reasons</p> <p>Culture: Map and places - in Spain to go on holiday</p> <p>Beach culture in Spain</p> <p>Language Puzzle: using our language detective skills to explore another language.</p>
Year 6 (Stage 4)						
Areas of learning	Listening	Speaking	Reading	Writing	Phonics	Grammar
Stage 4 end points	Can understand the main points and some detail from a short, spoken passage comprising of familiar language.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.	'die' diez dieciocho 'ci' cocina habitación	Create complex sentences including conjunctions. Explore and use common present tense verbs (to be, to have, to play). Write descriptions including verb, nouns and variety of adjectives.



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			access unfamiliar language.		'ción' natación	Secure understanding of how to use nouns in a simple sentence with adjectives. Use language structures they know to create their own adapted sentences.
Skills to be taught	Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.	Engage in longer conversations, asking for clarification when necessary Create his/her own sentences using knowledge of basic sentence structure. Use pronunciation and intonation effectively to accurately express meaning and engage an audience	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation Attempt to read a range of texts independently, using different strategies to make meaning. Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. Select appropriate adjectives to describe a range of things, people, places and appropriate verbs to describe actions. Begin to use some adverbs.	'ña' 'vo' montaña ti vivo favorito 'é' café té qué silent 'h' hola helado	Exploration of time phrases extended sentences with conjunctions and opinions Know how to conjugate a range of high frequency verbs. Understand how to use adverbs in sentences. Have an awareness of similarities and differences between different languages.
Knowledge and vocabulary to be taught	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions	House and home nouns Adjectives to describe the house Prepositions of place Story: A spooky house Culture: Mondrian's house and furniture Culture: houses in Spain	Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture: handball in Spain	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park	Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods	Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/likes and dislikes Language Puzzle: using our language detective skills to explore another language.



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	Recall and revisit 0-60 Question to ask the time O'clock times in Spanish Simple daily routine sentences Story: Daily life of a super hero Culture: Daily life			Favourite things (with familiar language from previous topics) Culture: theme park in Spain Culture: feria de abril	Asking for and understanding a simple menu an imaginary planet Culture: Tapas/Café culture in Spain Traditional Spanish breakfast foods	
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