

# Progress in Knowledge and Skills: Modern Foreign Languages

Updated October 2022



	Year Three	Year Four	Year Five	Year Six
Breadth of Study	<p>Phonics</p> <p>Introduction to Spain &amp; Spanish speaking countries</p> <p>Asking &amp; saying how you feel</p> <p>Asking &amp; saying your name</p> <p>Numbers 1-10 and introducing colours</p> <p>Los Animales</p> <p>Introduce of "soy" (I am)</p> <p>Los instrumentos</p> <p>Introduction of "toco..." (I play...)</p> <p>Las frutas (fruit)</p> <p>Los helados (ice cream)</p> <p>Introducing a positive opinion using "Me gustan...(I like...)"</p> <p>Introducing a negative opinion using "No me gusta/gustan"</p> <p>Introduction to the story of "Caperucita Roja" using picture cards (Little Red Riding Hood)</p> <p>Introduction to parts of the body</p>	<p>Phonics</p> <p>Revising Spain &amp; Spanish speaking countries, numbers 1-10 and "how are you"</p> <p>Saying your name &amp; asking someone their name.</p> <p>Numbers 11 to 20</p> <p>Presenting myself</p> <p>La familia (family)</p> <p>Breakfast in the Spanish café</p> <p>Mi casa (my home)</p> <p>La clase – (Classroom)</p> <p>Use of tengo (I have) and no tengo I do not have)</p> <p>Goldilocks storyboard</p>	<p>Phonics / do you have a pet – mascota.</p> <p>"Tengo" (I have...) plus the connective "y" (and)</p> <p>"not tengo..." (I do not have...)</p> <p>El tiempo – (weather)</p> <p>Months of the year/ Days of the week</p> <p>La ropa (clothes)</p> <p>Introduction of verb "ponerse" using the form 'me pongo' (I wear)</p> <p>Introduction of personal pronouns and verb endings</p> <p>-ar</p> <p>-er</p> <p>-ir</p> <p>Irregular Verb -Ir (to go), Tener (to have), Ser &amp; Estar (both mean 'to be', -Hacer (to do)</p>	<p>Phonics</p> <p>En el colegio (school subjects)</p> <p>Expressing an opinion on school subjects and class survey</p> <p>El fin de semana (weekend)</p> <p>WWII</p> <p>La comida sana (Healthy living)</p> <p>Revision de tematica (Revision)</p> <p>Transition to ECC</p> <p>Adiós party</p>
Listening	<p>Listen to and enjoy short stories, nursery rhymes &amp; songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>

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Speaking	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
Reading	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p>
Writing	<p>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate.</p> <p>EG: My name, where I live and my age.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.</p> <p>EG: A presentation or description of a typical school day including subjects, time and opinions.</p>

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Grammar	<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p> <p>Understand better the concept of gender.</p> <p>Have better knowledge and recall of first person singular of high frequency words.</p> <p>Have better stand better the frequency verbs.</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive</p> <p>adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p> <p>Understand better the use of the possessive.</p> <p>Understand better the concept of adjectives.</p> <p>Understand better the use of the negative form.</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p> <p>Conjunctions / Connectives</p> <p>Introduce the concept the whole regular / irregular verb conjugation.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p> <p>Opinions</p>