



Briary Primary School

Progression of skills map-MFL

At Briary Primary School we aim to provide an MFL curriculum which allows children to develop an understanding of different cultures and ensures that languages are celebrated throughout the school community. Through varied, cross curricular learning experiences, including enrichment activities, we aim to celebrate a wide range of cultures and languages, including the different home languages spoken by families of our school. By focusing on daily life, celebrations, traditions, food and music, we aim to provide children with an opportunity to make comparisons between cultures and also recognise and celebrate the differences between them.

The teaching of Spanish in KS2 is designed to progressively develop children's skills in language acquisition. Using a variety of teaching techniques the children are encouraged to engage actively, developing their listening, exploring and speaking skills, understanding and communication and develop fluency in modern foreign language learning.

In KS1 we provide opportunities to experience a range different languages and cultures embedded throughout our experiential learning opportunities. We hope that our children will be equipped with the skills needed to become confident global citizens and life-long language learners.

Progression in Languages Skills	Listening	Speaking	Reading	Writing	Grammar
EYFS	<p>Children will be able to Listen and respond to simple classroom instructions.</p> <p>Learn simple songs in a different language.</p>	<p>Children will be able to: Explain own knowledge and understanding of other languages and ask appropriate questions of others. Say name and ask someone his/her name Answer register.</p>	<p>Children will be able to: Knows that information can be retrieved from books and computers.</p> <p>Follow a familiar story being read in a different language.</p>		
Year 1	<p>Children will be able to: Respond to simple, known songs with gestures e.g. head, shoulders, knees and toes. Listen and respond identifying 7 colours: red, blue, green, yellow, orange, white, black.</p>	<p>Children will be able to: Sing the Happy Birthday song in time with the rest of the class Begin to understand and say numbers 1-10 Exchange simple greetings –</p>	<p>Children will be able to: Respond with actions to stories read aloud (that they already know in English)</p>		



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	Understand simple phrases and words – classroom instructions.				
Year 2	<p>Children will be able to: Listen and respond to a variety of known and new songs with gestures to show understanding.</p> <p>Listen and respond appropriately to simple classroom commands.</p>	<p>Children will be able to: Correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey Can count from 1 – 10</p>	<p>Children will be able to: Pick out key words from familiar stories read aloud (that they already know in English)</p>		
Year 3	<p>Children will be able to: Listen and respond a few familiar spoken words and phrases - e.g. the teacher's instructions</p> <ul style="list-style-type: none"> • a few words and phrases in a song or a rhyme • days of the week • colours • numbers 	<p>Children will be able to: Say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • greeting someone • naming classroom objects • days of the week -colours -numbers • saying what the weather is like 	<p>Children will be able to: Can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date • the weather <p>Show awareness of sound-spelling links</p>	<p>Children will be able to: Can write or copy simple words or symbols correctly from a model or some from memory e.g.</p> <ul style="list-style-type: none"> • numbers • Days of week • colours • classroom objects • a shopping list 	<p>Understand some basic grammar appropriate to the language being studied – e.g.</p> <ul style="list-style-type: none"> • gender – masculine, feminine, nouns (singular) • word order of adjectives • how to form the negative
Year 4	<p>Children will be able to: Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> • Basic phrases concerning myself, my family, my school, the weather. 	<p>Children will be able to: Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> • Saying where I live • whether I have brothers and sisters 	<p>Children will be able to: Understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> • simple phrases • weather phrases 	<p>Children will be able to: Can write one or two short sentences to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> • personal information • where I live 	<p>Understand some basic grammar appropriate to the language being studied – e.g.</p> <ul style="list-style-type: none"> • gender – masculine, feminine, nouns (singular) • word order of adjectives



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		<ul style="list-style-type: none"> • Whether I have a pet • when my birthday is • How old I am • Saying the date <p>Use a wider range of nouns and adjective to talk about themselves, animals etc – e.g.</p> <ul style="list-style-type: none"> • I have brown eyes • I have two sisters and I like dancing <p>Express preferences about what they like e.g. food, animals, colours</p>	<ul style="list-style-type: none"> • simple description of objects <p>Apply phonic knowledge to reading words, phrases and sentences aloud with increasingly accurate pronunciation</p>	<ul style="list-style-type: none"> • how old I am • holiday greetings by e-mail or on a postcard 	<ul style="list-style-type: none"> • how to form the negative • verbs- 1st, 2nd, 3rd persons in questions and answers • how to form the negative
Year 5	<p>Children will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> • A short rhyme or song, a telephone message, announcement or weather forecast. • Sentences describing what people are wearing, what they are doing, an announcement or message. 	<p>Children will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> • taking part in an interview about my area and interests • take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk • discussing a picture with a partner, describing colours, shapes and saying whether I like it or not • asking for and giving directions 	<p>Children will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> • very simple messages on a postcard or e-mail or part of a story • three to four sentences of information e.g. a description of someone's school day 	<p>Children will be able to: Write a few short sentences with support using expressions which t already learnt - e.g.</p> <ul style="list-style-type: none"> • a postcard, a simple note or message • three to four sentences for a wall display; a simple e-mail message • three or four word sentences using a word bank linked to a recent area of learning such as a meal, a scene, the weather, a planet <p>Can use a dictionary to check spelling of words they have</p>	<p>Understand some basic grammar appropriate to the language being studied – e.g.</p> <ul style="list-style-type: none"> • gender – masculine, feminine, nouns (singular) • word order of familiar adjectives, • possessive pronouns • verbs- how to form the future tense, conjugation of present tense verbs



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		<ul style="list-style-type: none"> • discussing houses, pets, food <p>Begin to understand and express future intentions – e.g. • I am going swimming on Wednesday</p>			
Year 6	<p>Children will be able to: Understand the main points and simple opinions in spoken sources – e.g. story, song or passage Understand longer and more complex phrases or sentences – e.g. descriptions, information, instructions</p>	<p>Children will be able to: Use spoken language to initiate and sustain simple conversation on familiar topics and to describe incidents or tell stories from their own experience</p> <ul style="list-style-type: none"> • give a short prepared talk, on a topic of choice, including expressing opinions - e.g. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • talking on a familiar subject; describing a picture or part of a story; making a presentation to the class 	<p>Children will be able to: Understand the main points and opinions in short written passages from various contexts - e.g.</p> <ul style="list-style-type: none"> • A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story, instructional texts . 	<p>Children will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> • paragraphs of three to four sentences about myself, • about a story or a picture; a message containing three to four sentences; a postcard or greetings card 	<p>Understand some basic grammar appropriate to the language being studied – e.g.</p> <ul style="list-style-type: none"> • gender – masculine, nouns (singular) • word order of familiar adjectives, • possessive pronouns • verbs- begin to use the past tense, reinforce understanding of future tense • adverbs