

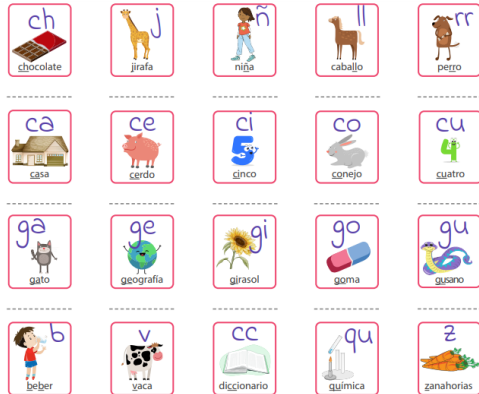
St. John The Evangelist RCP School  
 Modern Foreign Language - Spanish Progression (Intent)  
 2023-24



**SEND – Ambition and Access in MFL**


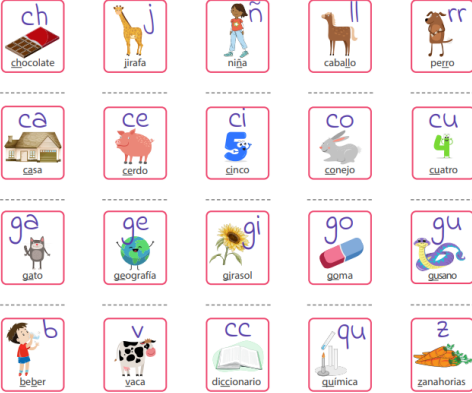
<b>Ambition – What are we aiming for children with SEND to achieve in this subject?</b>	<b>Access – What amendments are made in the teaching of MFL in order to help children with SEND achieve?</b>
<p>We are ambitious in what our SEND children can achieve.</p> <p>We want children with SEND to take ownership of their own learning.</p> <p>Children are to be encouraged and supported so that by the end of Year 6 they are at an entry level corresponding to the MFL curriculum in KS3 and are able to make the transition to secondary smoothly using their previous learning and knowledge from KS2.</p> <p>Staff are knowledgeable that SEND is not a limiting factor.</p>	<ul style="list-style-type: none"> <li>• Revisit and revise vocabulary/ key information at the start of every lesson.</li> <li>• Ipad to record pictures/learning during lessons</li> <li>• Ipad to allow repetitive visual/auditory learning</li> <li>• Adapted written tasks when required</li> <li>• Pre-teaching of vocabulary as appropriate</li> <li>• Smaller groups when completing verbal work/assessments</li> <li>• Mixed groups to allow all children to take an active role</li> <li>• Extra time to formulate verbal responses</li> <li>• Use of visual prompts</li> <li>• Symbol support where appropriate</li> </ul>



	AUTUMN	SPRING	SUMMER
Topic	<p><b>Phonetics</b> <b>I am learning Spanish</b> <b>Animals</b></p>	<p><b>Instruments</b> <b>I know how</b></p>	<p><b>Fruits</b> <b>Ice Cream</b></p>
Intended Knowledge and Vocabulary	<p><b>Phonetics 1</b></p>  <p>Children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p><b>I am learning Spanish</b></p> <ul style="list-style-type: none"> <li>Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>Ask and answer the question 'How are you?' in Spanish.</li> <li>Say 'Hello' and 'Goodbye' in Spanish.</li> <li>Ask and answer the question 'What is your name?' in Spanish.</li> <li>Count from 1-10 in Spanish.</li> </ul>	<p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner.</li> <li>Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish.</li> <li>Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments.</li> </ul> <p><b>I know how</b></p> <ul style="list-style-type: none"> <li>Recognise, recall and spell 10 action verbs in Spanish.</li> <li>Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..).</li> <li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but)</li> </ul>	<p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in Spanish.</li> <li>Attempt to spell some of these nouns.</li> <li>Ask somebody in Spanish if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> <li></li> </ul> <p><b>Ice Cream</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in Spanish using 'quisiera'.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like their ice-cream in a cone or a small pot/tub.</li> </ul>


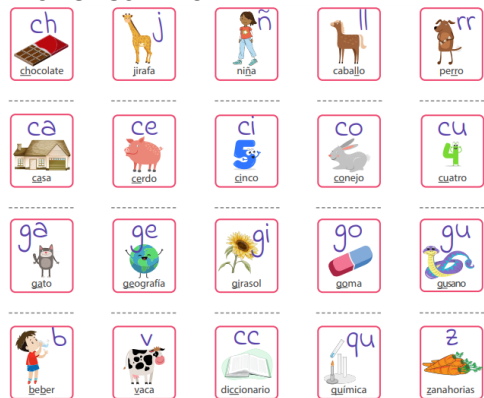
	<ul style="list-style-type: none"> <li>• Say 10 colours in Spanish.</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• say 5 animals with the correct determiner in Spanish.</li> <li>• say 5 more animals with the correct determiner in Spanish.</li> <li>• revise all 10 animals with the correct determiner in Spanish and attempt the spellings.</li> <li>• explore and understand better the role better of the indefinite determiner in Spanish.</li> <li>• how to use the verb 'soy' (I am) in Spanish</li> </ul>		
<b>Aims</b>	<ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• 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</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied.</li> </ul>		
<p><b>Statutory Requirements (NC)</b>  <b>KS2 – Year 3</b></p> <p><i><b>Pupils should be taught...</b></i></p>	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> </ul>		

	<ul style="list-style-type: none"> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>Intended Skills</b>	<ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>Recognise familiar words and short phrases covered in the units taught.</li> <li>Communicate with others using simple words and short phrases covered in the units</li> <li>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...</li> </ul>

 <b>St. John The Evangelist RCP School</b> <b>Year 4 MFL Progression (Intent)</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Topic</b>	<b>Phonetics</b> <b>Fruits</b> <b>I know how</b>	<b>Vegetables</b> <b>Presenting myself</b>	<b>In the classroom</b> <b>At the café</b>
<b>Intended Knowledge and Vocabulary</b>	<p><b>Phonetics 1 - 2</b></p>  <p>Children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in Spanish.</li> </ul>	<p><b>Vegetables</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 vegetables in Spanish.</li> <li>Attempt to spell some of these nouns (including the correct article)</li> <li>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul> <p><b>Presenting myself</b></p> <ul style="list-style-type: none"> <li>Count to 20.</li> <li>Say their name and age.</li> <li>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>Tell you where they live.</li> </ul>	<p><b>In the classroom</b></p> <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article.</li> <li>Replace an indefinite article with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> </ul> <p><b>At the café</b></p> <ul style="list-style-type: none"> <li>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria.</li> <li>To understand better how to change a singular noun to plural form.</li> <li>Perform a short role-play ordering what they would like to eat and drink.</li> </ul>


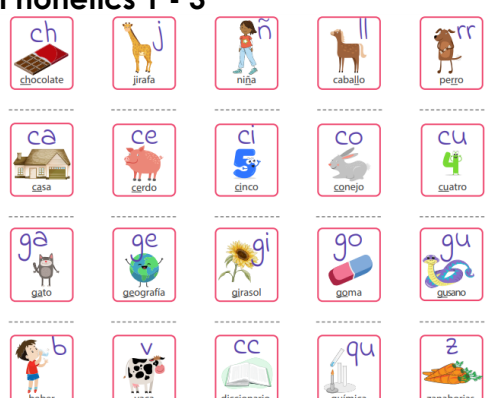
	<ul style="list-style-type: none"> <li>• Attempt to spell some of these nouns.</li> <li>• Ask somebody in Spanish if they like a particular fruit.</li> <li>• Say what fruits they like and dislike</li> </ul> <p><b>I know how.....</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in Spanish.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but).</li> </ul>	<ul style="list-style-type: none"> <li>• Tell you their nationality and understand basic gender agreement rules</li> </ul>	
<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• 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</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied.</li> </ul>		
<p><b>Statutory Requirements (NC)</b> <b>KS2 – Year 4</b></p> <p><i>Pupils should be taught...</i></p>	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> </ul>		

	<ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>Intended Skills</b>	<ul style="list-style-type: none"> <li>• Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>• Recognise familiar words and short phrases covered in the units taught.</li> <li>• Communicate with others using simple words and short phrases covered in the units</li> <li>• Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> <li>• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</li> </ul>

 <b>St. John The Evangelist RCP School</b> <b>Year 5 MFL Progression (Intent)</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Topic</b>	<b>Phonetics</b> <b>Seasons</b> <b>Ice Creams</b>	<b>Presenting Myself</b> <b>My family</b>	<b>In the classroom</b> <b>At the cafe</b>
<b>Intended Knowledge and Vocabulary</b>	<p><b>Phonetics 1 - 3</b></p>  <p>Children will learn a selection of the key phonemes to facilitate accurate and authentic</p>	<p><b>Presenting Myself</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p><b>My Family</b></p> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their</li> </ul>	<p><b>In the classroom</b></p> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article.</li> <li>• Replace an indefinite article with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case.</li> </ul> <p><b>At the café</b></p> <ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería.</li> <li>• To understand better how to change a singular noun to plural form.</li> </ul>

	<p>pronunciation as part of their language learning experience.</p> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>Recognise, recall and remember the four seasons in Spanish.</li> <li>Recognise, recall and remember a short phrase for each season in Spanish.</li> <li>Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.</li> </ul> <p><b>Ice Creams</b></p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in Spanish using 'quisiera'.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like their ice-cream in a cone or a small pot/tub.</li> </ul>	<ul style="list-style-type: none"> <li>own or a fictional family in Spanish.</li> <li>Continue to count in Spanish, reaching 100, enabling students to say</li> <li>the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</li> </ul>	<ul style="list-style-type: none"> <li>Perform a short role-play ordering what they would like to eat and drink.</li> </ul>
<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of authentic sources</li> <li>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</li> <li>can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>discover and develop an appreciation of a range of writing in the language studied.</li> </ul>		
<p><b>Statutory Requirements (NC)</b>  <b>KS2 – Year 5</b></p> <p><i>Pupils should be taught...</i></p>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>		

	<ul style="list-style-type: none"> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>Intended Skills</b>	<ul style="list-style-type: none"> <li>• Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>• Recognise familiar words and short phrases covered in the units taught.</li> <li>• Communicate with others using simple words and short phrases covered in the units</li> <li>• Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> <li>• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</li> </ul>

 <b>St. John The Evangelist RCP School</b> <b>Year 6 MFL Progression (Intent)</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Topic</b>	<b>Phonetics</b>	<b>Presenting Myself My family</b>	<b>In the classroom At the cafe</b>
<b>Intended Knowledge and Vocabulary</b>	<p><b>Phonetics 1 - 3</b></p>  <p>Children will learn a selection of the key phonemes to facilitate accurate and authentic</p>	<p><b>The Date</b></p> <ul style="list-style-type: none"> <li>• Remember, recall and spell the 7 days of the week.</li> <li>• Remember, recall and spell the 12 months of the year.</li> <li>• Remember, recall and spell numbers 1-31.</li> <li>• Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>• Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.</li> </ul>	<p><b>My Home</b></p> <ul style="list-style-type: none"> <li>• Types of home and different locations</li> <li>• rooms of the home plus "en mi casa hay..." (in my home there is/are...) "en mi casa no hay..." (in my home there is not.../there are no...)"</li> <li>• longer spoken or written passage in including personal details (such as their name and age etc.).</li> </ul> <p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in Spanish.</li> <li>• Use the appropriate genders</li> </ul>

pronunciation as part of their language learning experience.

### **Presenting Myself**

- Revising Spain & Spanish speaking countries, numbers 1-10 and 'how are you?'
- Saying your name & asking someone their name. Numbers 11 to 20.
- Numbers 10 to 20 listening exercise and 'how old are you?'
- 'Where do you live?' and further number work
- Nationality, soy..., individual presentations, Class Spanish ID cards activity

### **My family**

- Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.
- Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.
- Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.
- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).

### **Do You Have A Pet?**

- the nouns and article for eight common pets
- "Tengo" (I have...) plus the connective "y" (and).
- "que se llama" (that is called).
- "No tengo..." (I do not have...)
- the connective "pero"

and articles for these clothes.

- Use the verb LLEVAR in Spanish with increasing confidence.
- Say what they wear in different weather/situations.
- Describe clothes in terms of their colour and apply adjectival agreement.
- Use the possessives with increased accuracy.

<b>Aims</b>	<ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• 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</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied.</li> </ul>
<b>Statutory Requirements (NC)</b> <b>KS2 – Year 6</b>  <i>Pupils should be taught...</i>	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>Intended Skills</b>	<ul style="list-style-type: none"> <li>• Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>• Recognise familiar words and short phrases covered in the units taught.</li> <li>• Communicate with others using simple words and short phrases covered in the units</li> <li>• Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> <li>• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...</li> </ul>