

## Modern Foreign Language (MFL) Curriculum Map 2017 - 18

	Year 3	Year 4	Year 5	Year 6
Themes/topics to be covered with some detail regarding specific knowledge to be taught	<ul style="list-style-type: none"> <li>• I'm learning Spanish (Early language teaching)</li> <li>• Colours (Core Vocabulary)</li> <li>• Animals (Early language teaching)</li> <li>• Numbers (Core Vocabulary)</li> <li>• Greetings/All about me</li> <li>• Little Red Riding Hood (Early language teaching)</li> <li>• I can... (Early language teaching)</li> <li>• Romans (Early language teaching) Summer term</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have a pet? (Intermediate language teaching)</li> <li>• Days of the week (Core vocabulary)</li> <li>• Months of the year (Core vocabulary)</li> <li>• What is the date? (Intermediate language teaching)</li> <li>• The weather (Intermediate language teaching)</li> <li>• At the café (Intermediate language teaching)</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting myself (Intermediate language teaching)</li> <li>• The family (Intermediate language teaching)</li> <li>• Clothes (Intermediate language teaching)</li> <li>• Habitats (Intermediate language teaching)</li> <li>• Spanish phonetics (Core vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular verbs (Core vocabulary)</li> <li>• Irregular verbs (Core vocabulary)</li> <li>• At school (Progressive language teaching)</li> <li>• The weekend (Progressive language teaching)</li> <li>• World War Two (Progressive language teaching)</li> </ul>
Skills to be developed/used Key Stage 2 Criteria: <u>Listening:</u> <ul style="list-style-type: none"> <li>• Listen attentively and show understanding by joining in and responding</li> <li>• Link the spelling, sound and meaning of words.</li> </ul> <u>Speaking:</u> <ul style="list-style-type: none"> <li>• Ask and answer</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Joins in confidently with most of the actions in songs, stories and rhymes</li> <li>• Recognises the written form and meaning of most known vocabulary from the spoken word.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Can answer most questions confidently.</li> <li>• Uses 'I have' and 'It is' to form simple sentences.</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Says/sings short familiar rhymes or songs from memory; listens and recognises the meaning of simple sentences</li> <li>• Matches sound to written text and recognises the meaning of familiar language</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Asks and answers a few familiar questions with little support</li> <li>• Uses 'In my opinion' and 'I</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Joins in readily with simple songs and stories, showing the ability to remember language</li> <li>• Listens and understands the meaning of complex sentences made up of familiar language</li> <li>• Follows the text of a familiar song or story with more detailed language and sings or reads aloud; Understands most of the words</li> </ul> <p><b>Speaking:</b></p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listens to and understands complex sentences, answering questions or identifying key information</li> <li>• Follows and understands a song or story with more complex language</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Engages in short conversations using familiar language</li> </ul>

<p>questions, express opinions and respond to those of others. Ask for clarification and help.</p> <ul style="list-style-type: none"> <li>• Speak in sentences</li> <li>• Describe people, places, things and actions orally (to a range of audiences)</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read and show understanding of words, phrases and simple texts</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Read aloud with accurate pronunciation</li> <li>• Understand new words that are introduced into familiar written material</li> <li>• Use a dictionary</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writes some known words and short phrases from memory with understandable spelling</li> <li>• Substitutes and adapts noun-adjective collocations in simple sentences</li> <li>• Can follow and adapt a model to create a few short phrases with nouns and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Uses gestures confidently to reinforce simple pronunciation, e.g. capital letter, full stop, comma</li> <li>• Can adapt model sentences to describe things (nouns + adjectives)</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads and recognises most familiar vocabulary</li> <li>• Enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition</li> <li>• Can make links to phonics and pronounce familiar words, when prompted by the teacher</li> <li>• Responds well to teacher questioning/prompting to understand new words.</li> <li>• Use a dictionary</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writes a few simple sentences from memory with understandable accuracy</li> <li>• Uses a model including words and short phrases to create new versions (e.g. Birthday card)</li> <li>• Writes simple sentences with nouns and adjectives, which may/may not be placed</li> </ul>	<p>think that' signals a problem and asks for help 'I have a problem' 'Can you help me?'</p> <ul style="list-style-type: none"> <li>• Speaks in simple sentences, including nouns and adjectives</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads and understands simple sentences, including nouns and adjectives</li> <li>• Enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition</li> <li>• Reads familiar words with good pronunciation</li> <li>• Understands some new words introduced into familiar text, especially but not exclusively if they are cognates</li> <li>• Use a dictionary</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writes a few simple sentences with nouns and adjectives, which may/may not be placed</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and answers a variety of questions with support</li> <li>• Expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do you/don't you like?' signals a problem, asks for help and gives additional details when asked</li> <li>• Speaks using some complex sentences e.g. noun, adjectives, verb, adverbial phrase</li> <li>• Says a variety of sentences describing what people do</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads and understands complex sentences e.g. noun, adjectives, verb, adverbial phrase</li> <li>• Enjoys listening to/watching target language stories, songs, etc and is able to pick out and understand familiar words</li> <li>• Reads aloud confidently familiar words observing particular pronunciation rules</li> <li>• Demonstrates the ability to use cognates, logic and some grammatical understanding to decode meaning of some new words</li> <li>• Knows 1) the parts of a dictionary 2) what the codes (nf, nm, etc.) mean; Is confident</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do you/don't you like?' signals a problem, asks for help and give additional details when asked</li> <li>• Says complex sentences using 'because' and other subordinating conjunctions</li> <li>• Speaks using complex sentences e.g. with a subordinate clause</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads and understands some complex sentences, e.g. with a subordinate clause</li> <li>• Pronounce some unfamiliar words in sentences using phonic knowledge</li> <li>• Understands new words in short, familiar texts, using a range of strategies</li> <li>• Use a dictionary to research new nouns and adjectives and uses them actively in sentences with some success</li> </ul>
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<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Write words and phrases from memory</li> <li>• <b>Adapt</b> phrases to create new <b>sentences</b></li> <li>• <b>Describe</b> people, places, things and actions in writing</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Gender of nouns - definite and indefinite articles</li> <li>• Singular and plural forms of nouns</li> <li>• Adjectives (Place and agreement)</li> <li>• Conjugation of key verbs (and making verbs negative)</li> <li>• Connectives and qualifiers, adverbs of time, prepositions of place</li> </ul>	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Usually uses correct indefinite article in practice activities</li> <li>• Can recognise and say singular and plural nouns</li> <li>• Able to place and agree some familiar adjectives correctly in practice activities</li> <li>• Uses I have/It is/They are/There is but may confuse their meaning and use</li> <li>• Uses 'and' and 'but' with some confidence</li> </ul>	<p>correctly</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Understands the meaning of indefinite/definite articles in singular and plural, some inaccuracy in own use</li> <li>• Often uses singular and plural nouns correctly, but may sometimes overlook</li> <li>• Uses the most familiar adjectives and noun combinations correctly in terms of place and gender/number agreement</li> <li>• Uses simple 3<sup>rd</sup> person singular verbs to describe others (e.g. has, is)</li> <li>• Understands all and can use structured tasks, some sequencers and prepositions</li> </ul>	<p>with alphabetical order; can find the meanings of new words.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Writes some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold) with understandable accuracy</li> <li>• Adapts a range of simple and complex sentences to create new sentences</li> <li>• Writes a variety of sentences describing what people do</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of different uses of articles in English and Spanish and is beginning to apply this.</li> <li>• Usually secure with use of singular and plural forms</li> <li>• Agrees adjectives in reasons after 'because it is/they are', remembering with some consistency to match number and gender</li> <li>• Recognises the meaning of the subject pronouns and they matching verb endings in the present tense</li> <li>• Uses a range of 1<sup>st</sup> person present tense verbs correctly</li> </ul>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Writes simple and some complex familiar sentences from memory with understandable accuracy</li> <li>• Uses a model paragraph to produce a new paragraph with good accuracy</li> <li>• Writes some complex sentences, e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary, with some success</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Demonstrates a good grasp of the basic grammatical concepts encountered and applies them</li> <li>• Uses a range of common verbs, including in the negative form, most often in the 1<sup>st</sup> person</li> <li>• Uses subordinating connectives 'if' and 'because'</li> </ul>
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