



Hoyland Springwood Primary – Modern Foreign Languages (MFL)



Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum aims for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Core language		Classroom language	Topic language	Questions (bold = active use by pupils)	Grammar	Culture
Phonics Greetings Numbers 1-50 Colours Days of the week Months of the year Dates Connectives - y, pero, también (and, but, also) Telling the time Question words Prepositions of place Likes & dislikes Opinion-giving phrases: En mi opinión, Pienso que (I think that) Expressions of frequency Adjectives		Verdad / Mentira (True / False) Vamos a... (We are going to) practicar (practise) pronunciar (pronounce) aprender (learn) escuchar (listen) leer (read) cantar (sing) escribir (write) hablar (speak/talk) jugar (al escondite) Señora, tengo un problema ¿Puede ayudarme? (Can you help me?) Empareja...con... (Match ... with...) No sé (I don't know) ¡Un aplauso! (A round of applause) ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?(Can I work with (Josh)?) Levantaos (Stand up) Sentaos (Sit down) Escuchad (Listen) Mirad (Look/Watch) Hablad (Speak) Escribid (Write) Trabajad en pareja(s) (Work in pairs) Sacad las cosas (Get your things out) Dibujad (Draw)	Pencil case Animals Fruit Food (Hungry Caterpillar) Snacks Christmas Birthday celebrations Shapes Parts of the face Parts of the body Hair & eyes description Family Breakfast foods Sports Types of music Instruments Weather and seasons Countries and key features Points of the compass Places in the town Festivals	¿Qué es? (What is it?) Es un/una... (It is a) ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) ¿Cuántos años tienes? (How old are you?) ¿Qué tienes en tu estuche? (What do you have in your pencil case?) ¿Tienes un/una...? (Do you have a?) ¿Cuántos ... hay? (How many... are there?) ¿Qué día es (hoy)? (What day is it (today)?) ¿Qué fecha es (hoy)? (What date is it (today)?) ¿Cuándo es tu cumpleaños? (When is your birthday?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?) ¿De qué color son tus ojos? (What colour are your eyes?) ¿y el pelo? (And your hair) ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock) ¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?) ¿Qué deportes sabes practicar? (What sports can you play?) ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?) ¿Te gusta...? (Do you like?) ¿Qué te gusta comer / beber? (What do you like eating / drinking) ¿Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch) ¿Por qué te gusta..? (Why do you like..?) ¿Qué tiempo hace? (What's the weather like?) ¿De qué color es la bandera? (What colour is the flag) ¿Por qué es ... famoso/a? (Why is ... famous?) ¿Qué hay en (España)? (What is there in (Spain))? ¿Cuándo es? (When is it?) ¿Dónde está? (Where is it?) ¿Qué hay...? (What is there...?) ¿Qué opinas de...? (What do you think of...?)	Indefinite articles un / una (unos, unas) Definite articles el / la (los, las) Singular and plural nouns Adjectival agreement and position "Key forms of high-frequency irregular verbs: SER - soy, eres, es, son " TENER - tengo, tienes, tiene ESTAR - estoy, estás, está IR - voy, vamos HACER - infinitive meaning only Pronouns - yo (I) tú (you, singular) él (he) ella (she) nosotros (we) vosotros (you plural) ellos (they) ellas (they) "Paradigm - regular -AR verbs What an infinitive is Practicar - to do (with sports)" Making verbs negative "Impersonal verbs - 1st / 2nd person Me gusta / Me encanta" Verbs + infinitive: me gusta jugar, quiero comer, puedo escribir, sé tocar, prefiero practicar Voy a / Vamos a + infinitive for future meaning	Spanish names and how formed Christmas traditions in Spain and Latin America Christmas calendar dates in Spain and what happens Piñata - celebratory custom from Mexico Familiarity with the work of two main Spanish artists - Miró and Picasso Comparison of typical foods - England and Hispanic world Typical meal times in Spain and England Most popular sports in Spanish-speaking countries Peruvian school instruments that children learn Weathers and climate in Spanish-speaking countries Map of Spain - main geographical features Focus on Spanish festivals in 5 cities
		Year 3	Year 4		Year 5	Year 6
Listening	Listening Attentively	Respond confidently to greetings, register, classroom instructions, phonics Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity	Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations Play Hide and Seek in Spanish	Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports Understand and respond to movement instructions	Understand a range of spoken opinions heard in sentences and short texts. Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.	
	spelling, sound and meaning of words	Apply phonics knowledge to: Dr Seuss rhyming story (molillo, bolsillo), Oso Pardo story, tongue twisters, Veo veo game, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)	Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Rodolfo el reno, Frosty, Navidad), birthday songs	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	

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Speaking	Ask and answer questions	<p>Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal)</p> <p>¿Qué es? (What is it?) Es un/una... (It is a) ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) ¿Cuántos años tienes? (How old are you?) ¿Qué tienes en tu estuche? (What do you have in your pencil case?) ¿Tienes un/una...? (Do you have a?) ¿Qué diferencia hay? (What difference is there?) ¿Es (una rana o un pez)? (Is it a frog or a fish?) ¿Cuál (de los animales) es? (Which of the animals is it?) ¿Cuál es tu animal favorito? (Which is your favourite animal?) ¿Qué son? (What are they?) ¿Qué ves? (What do you see?)</p>	<p>Ask / answer questions about birthdays, ages, dates, times, simple maths</p> <p>Ask '¿Cómo se dice ... en español? ¿De qué color es (What colour is)? ¿Cuántos ... hay? (How many... are there?) ¿Qué día es (hoy)? (What day is it (today)? ¿Qué fecha es (hoy)? (What date is it (today)? ¿Cuándo es tu cumpleaños? (When is your birthday?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?) ¿Tienes..? (Do you have..?) ¿De qué color son tus ojos? (What colour are your eyes?) ¿y el pelo? (And your hair)</p>	<p>Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things</p> <p>¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock) ¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?) ¿Cómo se pronuncia? (How do you pronounce?) ¿Qué deportes sabes practicar? (What sports can you play?) ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?)</p>	<p>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals</p> <p>¿Qué tiempo hace? (What's the weather like?) ¿De qué color es la bandera? (What colour is the flag) ¿Por qué es ... famoso/a? (Why is ... famous?) ¿Qué hay en (España)? (What is there in (Spain))? ¿Cuándo es? (When is it?) ¿Cuántos días dura la fiesta? (How many days does the festival last?) ¿Dónde está? (Where is it?) ¿Qué lleva la gente? (What do people wear?) ¿Qué hay...? (What is there...?)</p>
	Express opinions		<p>Use: En mi opinión (In my opinion), Pienso que (I think that)</p>	<p>¿Te gusta...? (Do you like?) ¿Qué te gusta comer / beber? (What do you like eating / drinking) ¿Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch) ¿Por qué te gusta...? (Why do you like..?)</p>	<p>¿Te gusta...? (Do you like...?) ¿Por qué te gusta...? (Why do you like..?) ¿Qué opinas de...? (What do you think of...?)</p>
	Ask for clarification and help	<p>Signal a problem: Señor(a), tengo un problema</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?</p>
	Speak in sentences	<p>Use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. Say what your favourite ... is</p>	<p>Use these sentence structures: Mi cumpleaños es el...de... / Son las dos – es la una / Hoy es el ...de... (Ayer fue el...de... - Mañana será el ...de...)Empieza a las... / Termina a las... Es / No esTiene / No tieneHay / No hay</p>	<p>Say what sports you play using 'Juego al' or 'Practico el/la' and when you do it 'Los lunes juego al fútbol' Express opinions in sentences using ' me gusta(n)' and 'me encanta(n), give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Say what you eat and drink and when Say what you like to each and drink using 'me gusta comer / beber' Say what you can / know how to do using 'Sé practicar el esquí'</p>	<p>Express opinions in sentences using ' me gusta(n)' and 'me encanta(n), give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Use the 3rd person of key verbs to say what happens at different festivals</p>
Describe people, places, things and actions orally (to a range of audiences)	<p>Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies Re-telling the Hungry Caterpillar story</p>	<p>Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs</p>	<p>Describe actions: eating / drinking at different times, playing sports and instruments</p>	<p>Describe the key geographical features of Spain Describe where things are Describe the key features of famous festivals</p>	

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Reading	read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	Spot the Dog story, Perritos Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Read short texts and answer questions to show understanding	Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out
	appreciate stories, songs, poems and rhymes in the	Join in confidently with the: Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video tongue twisters Old Macdonald song	Numbers song, birthday and Christmas songs, Pocoyo video episodes months / days rhymes	Film clips on sports and food in Spain	Film clips on traditional Spanish festivals
	read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts More able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	Numbers Read and add questioning intonation	Pronounce sports (including cognates) using correct sounds	Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map
	understand new words that are introduced into familiar written material	stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story	Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata		adjectives of reasons to support opinions, using 'porque' to provide reasons, language for countries, locations, directions
	use a dictionary			Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).

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Writing	write words and phrases from memory	Write on mini-white boards and/or trace on arm: simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	Write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo videos) Write ' My birthday es on the ... of ...' from memory with accurate spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	label pictures (village and coast) – using hay / no hay with confidence to write sentences from memory
	adapt phrases to create new	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using 'Voy a + verbs', time exercise	Adapt short text about someone else's sports / freetime to write a short text about own free time.	Write a holiday postcard, adapting a model.
	describe people, places, things and actions in writing	Describe animals with colours Create mini-books	Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Make birthday cards, Design invites, Create piñata (with resources)	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from memory) Describe actions: describe festivals at home and in FL country (with resources)
Grammar	Definite and indefinite articles	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural	Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la)	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
	Singular and plural	Form plural nouns	Use of plural nouns		
	Adjective	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use adjectives (agreement and position) with more confidence	Agree adjectives in reasons after porque es / son, remembering to match number and gender.	Agree adjectives in reasons after porque es / son, remembering to match number and gender.
	Conjugation of key verbs (and making verbs negative)	Use tengo, es, hay, son accurately	Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use future tense (Voy a + infinitive verb), infinitives	Use all persons DESAYUNAR Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar	Use 'hay Use the verb ESTAR (receptive use of some reflexive verbs)
	Connectives adverbs of time, prepositions of place	Use connectives – y, pero, (también)	Use sequencers - un día, luego, después al final Use preposition of place (arriba, encima de etc..)	Use days of the week (los lunes etc..)	Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which)),

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