



MFL KNOWLEDGE Progression

KPG v.3
2023 – 2024

This is how our children's MFL knowledge builds from Year 3 to Year 6, taking into account, prior learning (Year 2) and next stage (Year 7).

At Westdale Junior School, we believe every pupil should have access to a broad and ambitious Modern Foreign Languages curriculum, rich in skills and knowledge, in order to encourage a life-long love of languages. Alongside high-quality language learning, we recognise the importance of familiarising the children with key cultural differences between Spanish speaking countries and the UK in order to promote diversity and tolerance of other cultures.

We want our pupils to move from being novices to confident language learners, fully equipped with the tools and strategies needed to become expert linguists if they continue to pursue their studies as young adults.

National Curriculum (KS2)

The national curriculum 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.

The teaching provides appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

An overview of Progression (Expectations)

Expectations by the end of Year 3: Children can listen, understand and respond to words, simple phrases and questions in the target language. They can recall some specific vocabulary by using strategies of memorisation and join more than one word in a statement. Children can read and write single words from memory with increasing accuracy using a growing understanding of Spanish sounds.

Expectations by the end of Year 4: Children can listen, understand and respond to a range of phrases in the target language and ask and answer a range of questions. They can use familiar vocabulary to say, read aloud, understand and write simple sentences, using the correct article and position of adjectives, and they can use a bi-lingual dictionary to find the meaning or translation of a simple word.

Expectations by the end of Year 5: Children can listen, understand and respond to phrases that are more complex and ask and answer more complex familiar questions. They can read and write complex sentences including descriptions using a range of familiar vocabulary, and find the meaning of nouns, adjectives and verbs in different forms in a bi-lingual dictionary.

Expectations by the end of Year 6: Children can listen, understand and respond to phrases that are more complex and include new vocabulary and engage in a short conversation based on questions and opinions. They read aloud unfamiliar texts with increasingly accurate pronunciation and decode new vocabulary using grammatical knowledge, context or a dictionary. In writing, they manipulate familiar language to present their own ideas in complex sentences, using all grammatical knowledge learnt during KS2.

Pillars of our MFL curriculum:

Phonics		Grammar			Vocabulary	
Unit of work	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Autumn		Meet and Greet ¿Puedes hablarme de ti?	Tell Me When ¿Cuándo es tu cumpleaños?	The Way We Look ¿Cómo te ves?	Our Past ¿Qué sabes sobre la historia de España?	
Spring		My Body ¿Qué llevas puesto?	My Town ¿Dónde vive?	Eating Out ¿Qué te gustaría pedir para cenar?	Exploring A Spanish Town ¿Cómo son los pueblos españoles?	
Summer		The People Around Me ¿Puedes hablarme sobre tu familia?	Free Time ¿Qué haces en tu tiempo libre?	My World ¿Puedes contarme sobre tu vida?	At What Time? ¿Cómo es tu horario el día que viajas de vacaciones?	
Area of Study	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	MFL begins to be taught in year 3. There is currently no provision in the infants.	Know particular sounds, actions and some words in songs and rhymes.	Know sounds, words and meaning of words in songs and rhymes, sometimes from memory.	Know spelling, sound and meaning of words and phrases within familiar rhymes and songs.	Know spelling, sound and meaning of words and more complex phrases in familiar rhymes and songs.	Know gist of literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of language/ culture.

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		Know the correct pronunciation of vowel phonemes and some key consonant phonemes when reading aloud Know the h is silent at the start of a word	Know the correct pronunciation of further common consonant phonemes when reading aloud	Know that the stress of a word mostly falls on the penultimate syllable and an accent is used to stress a different part of a word	Know how to pronounce unfamiliar words in a sentence using phonetic knowledge and silent letter rules.	Know correct pronunciation and intonation when speaking with coherence and confidence.
To understand basic grammar of the language studied, key features and patterns of the language, how to apply these to build sentences, and how these differ from or are similar to English		Know that adjectives follow the noun in Spanish	Know how adjectives change to agree with the noun in gender and whether it is singular or plural	Know the first and second possessive adjectives 'mi' and 'tu' and their plural equivalents	Know a range of adjectives to explain opinions	Know how to use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
		Know that nouns have a gender where uno (one) reduces to 'un' in the masculine form and adapts to 'una' in feminine form meaning 'a' or 'an'	Know that to turn a singular noun into a plural, an 's' is added when it ends in a vowel and 'es' when it ends with a consonant	Know that a becomes 'al' when combined with the article 'el' Know the correct possessive determiner when talking about someone else.	Know to use 'de la' for feminine nouns and 'del' for masculine.	
		Know verbs to create simple positive sentences in the present tense Know that 'no' before a verb creates a negative sentence (me gusta/no me gusta) With support, to use the correct form of verb for: - to have	Know that the preposition 'a' 'en' follows a verb to indicate location, motion, manner and time To know when do use singular or plural verb forms With scaffolding, to use the correct form of verb for: - to have - to be - is/are - play/do	To begin to use the correct form of verb for: - to have - to do - to wear - to feel - to drink/eat - to live	To use the correct form of verb according to the subject for: - to have - to be born - to live - to be	
To listen attentively to spoken language and show understanding by joining in and responding		Know meaning of single words when listening (through a physical response).	Know meaning of short phrases when listening (through physical response).	Know gist of more complex familiar phrases and sentences when listening.	Know gist of more complex sentences containing familiar words and unfamiliar words when listening.	Know gist of information heard through a variety of forms of spoken language.
To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		Know a familiar question and a simple rehearsed response.	Know how to ask and answer several simple and familiar questions with a rehearsed response.	Know how to ask and answer more complex familiar questions with scaffolded responses	Know familiar questions and how to express opinions on preferences when engaging in a short conversation.	Know how to initiate and develop conversations.
To speak in sentences, using familiar vocabulary, phrases and basic language structures		Know vocabulary for objects and actions and connectives to link words in a simple rehearsed statement.	Know vocabulary to create simple and compound sentences using a language scaffold.	Know familiar vocabulary to create increasingly complex sentences using a language scaffold.	Know how to manipulate familiar language within real life situations	Know a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
To describe people, places, things and actions orally and in writing		Know how to complete a phrase orally and written to describe self and preferences	Know how to say/write a simple phrase to describe people, places, things and actions using a language scaffold.	Know how to say/write complex sentences to describe a person or place using a language scaffold.	Know how to manipulate familiar language and combine with new vocabulary to write/say complex sentence descriptions To use the conjunction 'porque'	Know how to write creatively to express their own ideas and opinions.
To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		Know strategies for memorising new vocabulary such as linking a word with an action or sound or association with an English word	Know how to use a bi-lingual dictionary to find the meaning of a word or its translation.	Know how to use a bilingual dictionary to find the meaning of nouns in the plural, adjectives in agreement	Know how to decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.	Know how to translate short suitable materials back into English.
To read carefully and show understanding of words, phrases and simple writing		Know meaning of familiar single words when reading.	Know meaning of familiar phrases and short sentences when reading.	Know meaning of complex sentences of familiar language when reading.	Know meaning of a series of complex sentences using familiar language when reading.	Know the meaning behind original and adapted materials from a range of different sources.

Each year group is expected to revise and build upon previous year group's knowledge.