



The aims of the National Curriculum in respect of Modern Foreign Language is as follows:

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.*

Our vision at Brockenhurst C of E Primary School:

We believe that learning a foreign language provides an invaluable insight into other cultures.

We hope to ignite the children's curiosity into the Spanish Language and to Spain and beyond where the Spanish language is used, allowing them to deepen their understanding of the world outside of Brockenhurst.

We focus on the key areas of: listening, speaking, reading, writing and grammar which are progressed throughout Key Stage 2, providing the children with the key skills to be able to communicate in French and laying the foundations for future learning.

We follow the Scheme of Work set by the Primary Languages Network and teach interactive lessons on a weekly basis.

Progression of Skills

	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and accurately repeat particular phonemes in 	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings 	<ul style="list-style-type: none"> • Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language 	<ul style="list-style-type: none"> • Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard • Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words



	songs and rhymes and begin to make links to spellings	<ul style="list-style-type: none"> • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English 	<ul style="list-style-type: none"> • Identify different ways to spell key sounds, and select the correct spelling of a familiar word 	
Speaking	<ul style="list-style-type: none"> • Ask and answer simple questions, for example about personal information • Repeat sentences heard and make simple adaptations to them • Use mostly accurate pronunciation and speak clearly when addressing an audience 	<ul style="list-style-type: none"> • Ask and answer a range of questions on different topic areas • Using familiar sentences as models, make varied adaptations to create new sentences • Read aloud using accurate pronunciation and present a short learned piece for performance 	<ul style="list-style-type: none"> • Take part in conversations and express simple opinions giving reasons • Adapt known complex sentences to reflect a variation in meaning • Begin to use intonation to differentiate between sentence types 	<ul style="list-style-type: none"> • Engage in longer conversations, asking for clarification when necessary • Create his/her own sentences using knowledge of basic sentence structure • Use pronunciation and intonation effectively to accurately express meaning and engage an audience
Reading	<ul style="list-style-type: none"> • Recognise some familiar words and phrases in written form • Read some familiar words aloud using mostly accurate pronunciation • Earn and remember new words encountered in reading 	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English 	<ul style="list-style-type: none"> • Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation • Learn a song or poem using the written text for support • Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words 	<ul style="list-style-type: none"> • Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation • Attempt to read a range of texts independently, using different strategies to make meaning • Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Writing	<ul style="list-style-type: none"> • Write some single words from memory 	<ul style="list-style-type: none"> • Write words and short phrases from memory 	<ul style="list-style-type: none"> • Write phrases and some simple sentences from 	<ul style="list-style-type: none"> • Write a range of phrases and sentences from memory and



	<ul style="list-style-type: none"> • Use simple adjectives such as colours and sizes to describe things orally • Record descriptive sentences using a word bank 	<ul style="list-style-type: none"> • Use a range of adjectives to describe things in more detail, such as describing someone's appearance • Write descriptive sentences using a model but supplying some words from memory 	<p>memory and write a short text such as an email with support from a word/phrase bank</p> <ul style="list-style-type: none"> • Use a wide range of adjectives to describe people and things, and use different verbs to describe actions 	<p>adapt them to write his/her own sentences on a similar topic</p> <ul style="list-style-type: none"> • Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions • begin to use some adverbs
Grammar	<ul style="list-style-type: none"> • Recognise the main word classes e.g. nouns, adjectives and verbs • Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles • Have basic understanding of the usual order of words in sentences in the target language 	<ul style="list-style-type: none"> • Recognise a wider range of word classes including pronouns and articles, and use them appropriately • Understand that adjectives may change form according to the noun they relate to, and select the appropriate form • Recognise questions and negative sentences 	<ul style="list-style-type: none"> • Know how to conjugate some high frequency verbs • Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun • Adapt sentences to form negative sentences and begin to form questions 	<ul style="list-style-type: none"> • Know how to conjugate a range of high frequency verbs • Understand how to use some adverbs in sentences • Have an awareness of similarities and differences in grammar between different languages