



Ferndale Primary and Nursery School

MFL: Year 5

1. Listening	2. Speaking	3. Reading	4. Writing	5. Grammar	6. Phonics	7. Culture
<p>I can listen and show understanding of the main points in a spoken passage made up of familiar language and containing a few complex phrases and sentences.</p> <p>I enjoy listening to and joining in with simple songs and rhymes.</p>	<p>I can take part in short conversations using familiar language.</p> <p>I can become more confident in asking and answering simple questions.</p> <p>Understand and express more complex opinions.</p>	<p>I can understand the main points from a short, written text which may be in a different format and/or different context.</p> <p>I can read a variety of short simple texts.</p> <p>I can use a book or glossary to find out the meaning of new/unfamiliar words.</p>	<p>I can write a few short sentences with support using previously learnt vocabulary.</p> <p>I can spell words that are easily understandable.</p> <p>I can frequently write phrases and/or sentences from memory.</p>	<p>I can become confident in using:</p> <ul style="list-style-type: none"> • Present tense endings for regular verbs like 'vivir.' • Nouns, especially proper nouns such as countries. • Gender of nouns. • Definite articles. • Indefinite articles. • Possessive pronouns 'mi' and 'mis.' • Prepositions 'en,' 'sobre,' 'delante de,' 'detrás de' + a town. • 'Estar' in the 3rd person singular when describing an object's location. • Nouns. • The preposition 'en' with countries and continents. • Question word '¿Dónde + está.' • The verbs 'hay,' 'estar,' and 'tener.' • Using a book or glossary to find the meaning of new/unfamiliar words <p>I have been introduced to:</p> <ul style="list-style-type: none"> • Question words 'Cómo' and 'dónde' + verb + subject. • Spanish punctuation. • Expressing weather using 'hace' or 'hay.' • The expression 'Se habla.' • Colours and their adjective endings. 	<p>I can explore the patterns, sounds and phonemes of language to help develop accurate pronunciation and intonation.</p> <p>I can become more confident in applying phonics knowledge to correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p> <p>'L/Y', 'E/U', 'N/Ñ', 'I/AI', 'O/AU', 'A/EI', 'G/J' and 'S/C'. 'E/U'.</p>	<p>I can respect and understand cultural diversity.</p> <p>I can understand how objects and pictures can represent a country.</p>
Language Enrichment		First Hand Experiences		Purpose/Life skills	Previous knowledge	
<p>To describe people, places, things and actions (in speaking and writing)</p> <p>Intonation questions</p> <p>Language Games: Engage in word searches, crossword puzzles, and</p>		<p>Languages day</p> <p>Classroom conversations</p> <p>Describe a historical figure from the Spanish speaking world</p>		<p>Cultural Awareness: Develop appreciation for different cultures, fostering open-mindedness and global citizenship.</p> <p>Communication Skills: Enhance verbal and written communication in both languages, crucial for personal and professional interactions.</p>	<p>Arriving in Year 5 Term 1 able to:</p> <ul style="list-style-type: none"> • have a go at picking out some familiar words and phrases without seeing the transcript. • listen attentively and show understanding by joining in and responding in a variety of ways. • join in speaking activities willingly and more confidently. • ask and answer several simple and familiar questions with a rehearsed response. 	



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<p>board games focusing on Spanish vocabulary and grammar.</p> <p>Creative Storytelling: Encourage students to create and share stories, poems, and dialogues in Spanish.</p> <p>Cultural Projects: Assign projects exploring Spanish-speaking cultures, including research, food tasting, and visual displays.</p> <p>Spanish Literature for Children: Incorporate age-appropriate Spanish literature to read and discuss in class.</p> <p>Join in Spanish songs, cartoons, and educational videos.</p> <p>Language Immersion Days</p> <p>Role-Playing Activities: scenarios where students use Spanish in role-playing activities.</p> <p>Speak to native Spanish speakers or cultural experts.</p> <p>Use Spanish-Language Apps to communicate in a different language.</p> <p>Celebrate Spanish holidays or cultural events with decorations, music, and related activities.</p>	<p>Participate in birthday songs/numbers/ activities and conversations.</p> <p>Sing in Spanish</p> <p>Taking the register and asking key questions.</p> <p>Pupils play 'Pictionary' to draw what they understand about a Spanish speaking area</p> <p>Recall colours from the number song to play a game of 'Splat'</p> <p>Play Noughts and Crosses with a partner to say what language is spoken, where it is spoken and in which continent</p> <p>Pupils play 'Talking Tennis Ball' recalling details about a Spanish speaking country or area. More confident pupils can adapt information in model sentences.</p>	<p>Cognitive Skills: boost memory, problem-solving, and critical thinking, contributing to academic success and lifelong learning.</p> <p>Increased Empathy: Gain insight into others' experiences, an essential skill for building positive relationships.</p> <p>Global Competence: Develop the ability to thrive in a globalized world, preparing for effective intercultural communication.</p> <p>Resilience and Perseverance: Overcome language learning challenges, building resilience and determination.</p> <p>Increased Self-Esteem: Boost confidence through language proficiency, contributing to a positive self-image.</p> <p>Teamwork and Collaboration: Engage in group language activities, developing teamwork and collaboration abilities.</p>	<ul style="list-style-type: none"> • use familiar vocabulary to produce simple sentences giving a variety of information (using a language scaffold if needed). • read aloud and show understanding of several more familiar short phrases and/or sentences. • read a simple menu in Spanish. • write short phrases or sentences from memory. • be accepting that mistakes will be made when attempting to write short phrases or sentences from memory. • demonstrate understanding of the position of common familiar adjectives. • use the correct form of the definite article according to the gender of the noun. • produce some positive and negative sentences with high frequency verbs. • pick out some familiar and occasionally unfamiliar words that contain the phonics pairs 'L/Y', 'N/Ñ', 'E/U', 'I/AI', 'O/AU', 'A/EI' and 'G/J'. • recall some of the mouth movements needed to make the sounds for the phonics pairs from this year. • have a very basic awareness that the pronunciation of cognates is very different even if the spelling is similar. • begin to apply phonics knowledge to support reading and read very short phrases aloud with increasingly accurate pronunciation. • talk a little about a celebration in Spain. • give a little information about Easter in Spain. • name a few classic Spanish dishes from the Spanish speaking world.
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