



# Ferndale Primary and Nursery School

## MFL: Year 6

1. Listening	2. Speaking	3. Reading	4. Writing	5. Grammar	6. Phonics	7. Culture
<p>I can listen and show understanding of more complex sentences containing familiar words and some unfamiliar words.</p> <p>I can understand main points and opinions in simple sources e.g. story, song or passage.</p>	<p>I can engage in a short conversation.</p> <p>I can become confident in asking and answering questions.</p> <p>I can understand and express more complex opinions.</p> <p>I can present to an audience.</p>	<p>I can read and show understanding of a series of complex sentences using familiar language.</p> <p>I can, when reading aloud more complex sentences, use knowledge of letter string sounds and observe the silent letter rules.</p> <p>I can begin to decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</p>	<p>I can manipulate familiar language to write and present more of their own ideas and information in more complex sentences.</p> <p>I can write more complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>	<p>Be Introduced To:</p> <ul style="list-style-type: none"> <li>The imperative</li> <li>Being more confident in using the full verb paradigm of present tense</li> <li>Pronouns</li> <li>More complex adjectives and their endings</li> <li>Words for justification</li> <li>Connectives 'y', 'porque', 'ya que', 'pero', 'también', 'sin embargo'</li> <li>Preposition 'después'</li> </ul> <p>Become Confident In:</p> <ul style="list-style-type: none"> <li>Proper nouns and countries</li> <li>Indefinite articles 'un', 'una', 'unos', and 'unas'</li> <li>'Hay'</li> <li>Prepositions: 'detrás de', 'delante de', 'en frente de', 'al lado de', 'cerca de', 'entre', 'en'</li> <li>Gender</li> <li>'¿Dónde está...'</li> <li>Definite articles</li> <li>Present tense of 'ar' verbs, in particular 'tocar'</li> <li>Present tense of 'er' verbs, in particular 'ver'</li> <li>Negatives</li> <li>Present tense of regular verbs</li> <li>Preposition 'a la / a las' with times</li> <li>'ir' in 1st person</li> <li>'hacer' in 1st person</li> </ul>	<p>I can explore the patterns, sounds and phonemes of language.</p> <p>I can spell words out.</p> <p>I can become more confident in applying phonics knowledge to correct pronunciation and intonation.</p> <p>'L/Y', 'N/Ñ', 'E/U', 'I/AI', 'O/AU', 'A/EI', 'G/J', 'S/C', 'D/Z', 'D/B'.</p>	<p>I can talk about and present information about a Spanish speaking area or country.</p> <p>I can begin to understand more complex issues which affect countries in the world today, for example, poverty, famine, religion and war.</p>
<b>Language Enrichment</b>		<b>First Hand Experiences</b>		<b>Purpose/Life skills</b>		<b>Previous knowledge</b>
<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>Maths games in Spanish e.g. Gladiators with numbers in Spanish</p> <p>Languages day</p> <p>Classroom conversations</p> <p>Participate in birthday songs/numbers/ activities and conversations.</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 6 Term 1 able to:</p> <ul style="list-style-type: none"> <li>understand the main points and some spoken details in passages that contain familiar language.</li> <li>pick out most of the main points from a short passage that contains more complex phrases and sentences.</li> <li>listen attentively to spoken language and respond accordingly.</li> <li>ask and answer more complex familiar questions with a scaffold of responses.</li> </ul>



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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>Sing in Spanish</p> <p>Taking the register and asking key questions.</p> <p>Look at instruments to learn their names</p> <p>Pupils play the game 'Hot and Cold' to practise pronunciation of words containing key phonics sounds</p> <p>Play 'Anagram detective' to practise different sounds</p> <p>Learn about the Castells festival</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"> <li>•join in with familiar songs.</li> <li>•produce a short presentation or description e.g. of a Spanish speaking area or country.</li> <li>•read aloud and pick out most of the main points from short texts containing a variety of familiar phrases and longer sentences (there may be the odd unfamiliar phrase contained in the text).</li> <li>•look up unfamiliar words in a bi-lingual dictionary or glossary to aid with understanding unfamiliar phrases.</li> <li>•read a description and/or short story based on familiar language</li> <li>•write paragraphs with sentences from memory with increasing accuracy.</li> <li>•write a short report e.g. about a Spanish speaking country with support or from memory.</li> <li>•show a willingness to have a go at writing new words using phonics knowledge.</li> <li>•not worry about making mistakes when attempting to write sentences from memory or when using unfamiliar language.</li> <li>•(with help) find a relevant word in a bilingual dictionary or glossary, to check the meaning.</li> <li>•use the question word 'dónde'.</li> <li>•pick out familiar and unfamiliar words that contain the phonics pairs 'E/U'.</li> <li>•with increasing confidence, pick out some familiar and more unfamiliar words that contain the phonics pairs 'L/Y', 'E/U', 'N/Ñ', 'I/AI', 'O/AU', 'A/EI', 'G/J' and 'S/C'.</li> <li>•recall some of the mouth movements and instructions needed to make the sounds for the phonics pairs learned so far.</li> <li>•sing or recite lines from a song with good pronunciation, accuracy and at times use appropriate tone and intonation.</li> <li>•use their phonics inventory to help with recalling sounds.</li> <li>•begin to apply phonics knowledge to support writing.</li> <li>•relate some information about a Spanish speaking area of the world as part of a class fact file.</li> </ul>
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