

Iqra Primary School – MFL Progression Document



LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	Year 3	Year 4	Year 5	Year 6
Topics	<ul style="list-style-type: none"> • All about me • The Body • My Family • Clothing 	<ul style="list-style-type: none"> • Home • School • Weather • Transport • Animals 	<ul style="list-style-type: none"> • Places in a town or a city and directions • Hobbies • Sport • Jobs • Telling the time, days and months 	<ul style="list-style-type: none"> • Countries • My daily routines • Food • Holidays • At the Cafe
Listening	<p>Explore the patterns and sounds of language through songs and rhymes.</p> <p>Link to spelling, sound and meaning of specific words</p> <p>Join in with actions to accompany familiar songs, stories and rhymes</p> <p>Repeat words modelled by teacher, show understanding with an action</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling</p> <p>Pick out known words in an 'authentic' conversation</p>	<p>Listen to and appreciate poems, songs and rhymes in the language.</p> <p>Follow text in the songs, identifying words</p> <p>Listen to 'authentic' conversation, picking out familiar phrases and sentences</p> <p>Begin to show understanding of more complex sentences in</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary e.g. sentences describing what people are wearing, an announcement</p> <p>Listen to and show understanding of more complex sentences in</p>

	Understand a few familiar spoken words and phrases – e.g. teacher’s instructions, days of the week, a few words in a song, colours and numbers	Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school.	‘authentic’ conversation, picking out specific vocabulary e.g. basic telephone message or a weather forecast	‘authentic’ conversation, picking out specific vocabulary Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling
Skill	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Know how to pronounce some single letter sounds. Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Say and/or repeat a few words and short simple phrases – e.g. what the weather is like, naming classroom objects.</p> <p>Name objects and actions and link words with a simple connective</p>	<p>Ask and answer questions with a rehearsed response using appropriate intonation</p> <p>Use common phrases</p> <p>Use description words e.g. colours, size</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p>	<p>Begin to use action words</p> <p>Ask and answer more complex familiar questions with a scaffold of responses. Ask and answer simple questions– e.g. taking part in an interview/survey about pets/favourite food or talking to a friend about hobbies.</p> <p>Talk about personal interests.</p> <p>Ask for clarification and help</p>	<p>Engage in short scripted conversations</p> <p>Express opinions in short conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Pronunciation is becoming more accurate and intonation is being developed.</p>
Skill	Year 3	Year 4	Year 5	Year 6
Writing	<p>Copy simple vocabulary</p> <p>Attempt to write taught vocabulary (single words) from memory</p> <p>Attempt to write simple phrases from memory</p> <p>Write or copy simple words and/or symbols correctly – e.g. personal information such as age, numbers, colours, objects. Select appropriate words to complete short phrases or sentences.</p>	<p>Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. shopping list, holiday greetings by email/postcard.</p> <p>Write simple, short taught phrases or short taught sentences from memory</p> <p>Begin to spell some commonly used words correctly.</p>	<p>Write a few simple, short taught sentences from memory including questions and responses</p> <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Spell words that are readily understandable.</p>	<p>Present ideas and information in writing to an audience</p> <p>Adapt taught phrases to create new sentences</p> <p>To write a series of extended sentences</p> <p>Write a short text on a familiar topic, adapting language already</p>

				learnt. Spell commonly used words correctly.
Skill	Year 3	Year 4	Year 5	Year 6
Reading	<p>Begin to recognise written vocabulary/ single words</p> <p>Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date.</p> <p>Use visual clues to help with reading.</p>	<p>Understands some familiar written phrases – e.g. simple weather phrases and basic descriptions of objects</p> <p>Recognise simple written phrases begin to show understanding of more complex written phrases</p>	<p>Read and show understanding of more complex written phrases</p> <p>Understands the main point(s) from a short, written text – e.g. simple messages on a postcard/in an email.</p> <p>Practice using a dictionary to find the meaning of unknown words</p> <p>Match sound to print by reading aloud familiar words and phrases.</p>	<p>Use a dictionary to understand the definition of unknown words</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Present ideas and information orally to an audience</p>
Skill	Year 3	Year 4	Year 5	Year 6
Basic Grammar	<p>Recognise the main word classes e.g. nouns, adjectives and verbs</p> <p>Understand the concept of genders and its application in pronouns and verbs</p>	<p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form</p>	<p>Understand how to make changes to an adjective for it to 'agree' with the relevant noun</p> <p>Adapt sentences to form negative sentences and begin to form questions</p>	<p>Consolidation of earlier grammar work</p> <p>Begin to use verbs in the second and third person</p> <p>Know how to conjugate a range of high frequency verbs</p>

Iqra School MfL-Arabic Topic Progression

Year 3	Year 4	Year 5	Year 6
1. All about me I	1. Home	1. Places in a town or a city and directions	1. Countries
To introduce yourself in Arabic To greet your friends and ask them how are they doing To learn colours To learn numbers 1 – 10 To understand a simple story in Arabic	To learn the names of the different parts of a house To learn how to use the dictionary looking for furniture vocabulary To learn how to describe the different rooms in a house	To learn the name of different buildings in a city or town. To read a short text describing a city and its different building To have a short conversation asking/giving directions To write a short text describing the local area	To learn the name of the different continents and countries To read and understand an autobiography. To write a short autobiography
2. All about me II	2. School	2.Hobbies	2.My daily routines
To learn the days of the week To write simple words To learn the months of the year To learn numbers 1 – 20	To learn the name of different school objects To learn the names of the different school subjects To ask a partner to lend different school objects To write likes and dislikes about different school subjects	To learn phrases to say different hobbies. To learn new adjectives. To read a variety of short texts and understand what they say. To write a short paragraph about your hobbies	To learn the numbers beyond 50 To learn a song about different daily routines To read and understand a text about routines To write a short text describing the daily routine
3. The Body	3. Weather	3.Sport	3.Food
To learn the different body parts in Arabic To describe hair and faces in Arabic To ask and answer simple questions about descriptions To read a short monster description To create a monster and describe it To learn a short poem describing a face	To describe the weather To ask and answer questions about the weather To learn the name of the different seasons To learn different songs about the weather To read a poem describing the winter season To write our own poem describing different seasons	To learn vocabulary about sports Use new vocabulary to give an opinion about sports To read a short text about two famous Arabic influencers To ask and answer questions about sports To write opinions about different sports, including reasons.	To learn the names of different types of food. To learn about typical Arabic food reading a short text To describe different types of food. To talk about healthy and unhealthy food. To express likes and dislikes about food
4. My Family	4.Transport	4. Jobs	4.Holidays
To learn the names of the different members of the family	To learn the names of different transports.	To learn the names of the different jobs To listen to a song about different jobs	To understand what currency is (dirhams) and are and how they are used

To say the names of the different members of the family To say how many brothers and sisters they have To write short sentences describing the members of my family	To express opinions about different ways of transport. To write a short text describing a transport.	To have a short conversation about "what do you do?" To talk about my dream job and give a presentation to an audience.	To learn holiday travel vocabulary To read a short poem describing different landscapes To describe typical holiday landscapes To write a postcard pretending to be on holiday in Mecca
5.Clothing	5.Animals	5.Telling the time, days, months	5.At the Café
To learn the name of different clothes To learn the name of different seasons To write simple sentences describing the school uniform.	To learn the names of different animals. To use the dictionary to find out the name of different animals. To read and understand a short text describing different animals To describe animals using simple adjectives. To describe where the animals live (jungle, water, house...) To listen to a story	To tell the time in Arabic and have a conversation with a partner To ask simple questions about time e.g. what day is it, what time is it and give simple responses To have a conversation with a partner about their birthdays and special events	To learn the name of typical foods and drinks To read and understand a short conversation in a cafe To learn useful sentences and questions to be used in a cafe To perform a role play in a cafe
6.Unit overview mini- books and presentation to Year 2	6.Unit overview mini- books and presentation to parents	6.Unit overview mini- books and presentation to pen pal	6.Unit overview mini- books and presentation to school
To create a mini-book including vocabulary and pictures of the work done during the year: <ul style="list-style-type: none">▪ Colours▪ Numbers▪ Days of the week▪ Family▪ Body parts▪ Clothing	To create a mini-book including vocabulary and pictures of the work done during the year: <ul style="list-style-type: none">▪ House▪ School▪ Weather▪ Transports▪ Animals (including relevant topics from prior year)	To create a mini-book to send to our pen pals including vocabulary and pictures of the work done during the year: <ul style="list-style-type: none">▪ Buildings▪ Hobbies▪ Sports▪ Jobs▪ Time (including relevant topics from prior years)	To create a mini-book to show in a school assembly by the end of the year, including: <ul style="list-style-type: none">▪ Countries▪ Food▪ Holidays▪ Café (including relevant topics from prior years)

Iqra Primary School – KS1 MFL Progression Document



Arabic is currently taught to all children in EYFS, Years 1 and 2 during PPA cover one afternoon per week. Children explore the patterns and sounds of the language, for example through songs and rhyme. They appreciate simple stories in the language.

	EYFS and Year 1	Year 2
<u>Topics</u>	Recognise the letters of the Arabic alphabet and be able to pronounce using phonics	Consolidate Year 1 learning through revisits, quizzes, role play
Arabic Alphabet	Listen to the story in Arabic and pick out familiar words. <ul style="list-style-type: none"> ▪ Attempt to retell parts of the story. ▪ Create mini booklets and a language display for International Day 	Listen to simple stories and rhymes in Arabic and pick out familiar words. <ul style="list-style-type: none"> ▪ Attempt to retell parts of the story to their partners in Arabic ▪ Create mini booklets and a language display for International Day
Numbers 0-10	Name and recognise up to 10 fruits in Arabic <ul style="list-style-type: none"> ▪ Attempt to spell some of these nouns ▪ Ask somebody in Arabic if they like a particular fruit. ▪ Say what fruits they like and dislike. ▪ Learn the song "I like fruit song" 	Be introduced to ten animals in Arabic. <ul style="list-style-type: none"> ▪ Match all the new Arabic words to the appropriate picture. ▪ Remember the words for at least five animals in Arabic unaided. ▪ Attempt to spell at least three animals correctly in Arabic.
Name of fruits	Name and list up to 10 items in the classroom in Arabic <ul style="list-style-type: none"> ▪ Attempt to spell some of these nouns ▪ Ask somebody in Arabic if they can give them the pen/book etc., ▪ Say what items are used for. ▪ Learn the 'I like school' song 	Name and recognise up to 10 vegetables in Arabic <ul style="list-style-type: none"> ▪ Attempt to spell some of these nouns (including the correct article) ▪ Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall
Classroom items	Be introduced to the names of 'my family'	
My family		
Animals		
Name of vegetables		

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| | <ul style="list-style-type: none">▪ Say the nouns in Arabic for members of their family.▪ Tell somebody in Arabic the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.▪ Count up to 10, to enable students to say how many family members e.g. brothers/sisters they have.▪ Understand the concept of my, mine and their in Arabic. | <ul style="list-style-type: none">▪ Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables▪ |
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