



# St Robert Southwell Catholic Primary School

*Aiming For Excellence - Being The Best We Can Be*

## Progression of skills in MFL - ITALIAN

	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>Chn will be able to understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> <li>Greetings, asking and saying how you are –e.g. <i>Buongiorno, Buon pomeriggio, Buona sera, Buona notte. Come ti chiami? Mi chiamo Come stai? Sto bene, grazie. Non sto bene. Sto così, così Come va? phrases with appropriate actions.</i></li> <li>Pupils conduct a survey to find out how everyone is feeling - they should record the names of the classmates interviewed and either write the appropriate <i>Come va?</i> phrase or draw a face with the appropriate expression.</li> <li><b>Family</b> vocabulary using a power point and flash cards Listening and singing “La famiglia delle dita.” La famiglia: mamma, papà, fratello, sorella, nonno, nonna</li> <li><b>Animals</b> gli animali domestici: il cane, il gatto, la mucca, il maiale, i porcellini, la gallina, la pecora, l’asino, il cavallo, il topo. Listening to songs and watching fairy tales about animals in Italian.</li> <li><b>Colours:</b> I colori dell’arcobaleno. I colori chiari e scuri. Ripasso dei colori principali.</li> <li>Numbers 1-20</li> <li>Weather</li> <li>Food Children listen and sing a song about food “Mi piace”</li> </ul>	<p>Chn will be able to understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> <li><b>Pets and wild animals:</b> <i>Quali sono gli animali domestici: il cane, il gatto, la mucca, il maiale, i porcellini, la gallina, la pecora, l’asino, il cavallo, il topo. Dove vivono il cane, la mucca, il maiale. Vivono nelle fattoria.</i></li> <li><i>Quali sono gli animali selvatici?</i></li> <li><i>Sono il lupo, la tigre, il leone, la scimmia, l’orso, il serpente. Dove vivono? Vivono nella foresta e nella giungla.</i></li> <li>Using flash cards to say the name of the animals</li> <li>watching and listening to the story of a snake (Il serpent Sam)</li> <li><b>Food</b> <i>Il pane, la pizza, il pesce, la carne, la frutta, la verdura, i dolci. Grammar :Mi piace\Non mi piace Il mio cibo preferito è...</i></li> <li>saying what the <b>weather</b> is like <i>Che tempo fa ?Fa freddo, fa caldo, piove, nevicca, c’è vento, c’è il sole</i></li> <li>Numbers from 20 to 50</li> <li>Months and days of the week</li> <li>Places in town: <i>Il cinema, il supermercato, il mercato, il ristorante, il museo, il comune, lo stadio, la piscina, la chiesa, la moschea, l’ospedale, la scuola.</i></li> <li>Directions</li> <li>School subjects</li> <li><b>Nationalities:</b> name of nationalities looking at pictures of different flags</li> <li><i>Di dove sei? Io sono Italiano, lo sono Francese, lo sono Inglese, lo sono Australiano, lo sono Peruviano...</i></li> <li>Grammar: nationality adjectives</li> </ul>	<p>Chn will be able to understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> <li>the teacher’s instructions</li> <li>a few words and phrases in a song or a rhyme</li> <li>days of the week</li> <li>colours</li> <li>Numbers (50-100)</li> </ul> <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>Chn will be able to understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> <li>Basic phrases concerning myself, my family, my school, the weather, Nature and animals, School subjects, Places in town, Shops, Directions, Italian Alphabet, Number from 50 to 100</li> </ul> <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.</p> <p>Join in with words of a song or storytelling.</p> <p>Pick out known words in an “authentic” conversation.</p>	<p>Chn will be able to understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> <li>A short rhyme or song, a telephone message, announcement or weather forecast.</li> <li>Sentences describing what people are wearing, what they are doing, an announcement or message.</li> <li>Listen to and appreciate poems, songs and rhymes in the language.</li> <li>Follow text in the songs, identifying words.</li> <li>Listen to “authentic” conversation, picking out familiar phrases and sentences.</li> <li>Begin to show understanding of more complex sentences in “authentic” conversation, picking out specific vocabulary.</li> <li>Numbers 100 to 10000</li> </ul>	<p>Chn will be able to:</p> <ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of authentic sources</li> </ul> <p>Begin to show understanding of more complex sentences in “authentic” conversation, picking out specific vocabulary.</p> <p>Listen to and show understanding of more complex sentences in “authentic” conversation, picking out specific vocabulary.</p> <p>Listen to and appreciate stories and poems in the language.</p> <p>Identify patterns of language and link sound to spelling.</p>

*Following Jesus’ footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.*



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Speaking	Chn will be able to say and repeat single words and short simple phrases – e.g.	Chn will be able to say and repeat single words and short simple phrases – e.g.	Chn will be able to: Say and repeat single words and short simple phrases – e.g.	Chn will be able to answer simple questions and give basic information – e.g.	Chn will be able to: Ask and answer simple questions and talk about their interests - e.g.	Chn will be able to:
	<ul style="list-style-type: none"> <li>Dove vivono il cane, la mucca, il maiale ?</li> <li>Vivono nelle fattoria.</li> <li>Quali sono gli animali selvatici? - Sono il lupo, la tigre, il leone, la scimmia, l’orso, il serpente.</li> <li>Dove vivono?</li> <li>Vivono nella foresta e nella giungla.</li> <li>Miming animals (input one student mimes an animal, children say what animal it is.</li> <li>Colour the rainbow and repeat the colours</li> <li>Colour the Italian flag and repeat the colours.</li> <li>Playing a game «Simone dice »</li> <li>Look at the pictures and say the name of the food.</li> <li>Pupils watch a food power point and they say what they like or they don’t like.</li> <li>Imitate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>naming animals</li> <li>Listening to the name of food items looking at pictures of food.</li> </ul> <p>Video and books of Italian fairy tales” I tre porcellini”</p> <p>Listening to the names of <b>food items</b> while looking at pictures of food.</p> <p>Repeat the vocabulary using pictures or watching a power point.</p> <p>Children watch a story of a snake (Il serpent Sam) who eats a lot of food and then they repeat it and they play a game.</p> <p>Teacher reads the story of this snake from a book.</p>	<ul style="list-style-type: none"> <li>greeting someone</li> <li>saying si, no, per favore, grazie (or equivalents in other languages)</li> <li>naming classroom objects</li> <li>days of the week</li> <li>saying what the weather is like</li> <li>Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.</li> </ul> <p>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>Name objects and actions and link words with a simple connective.</p>	<ul style="list-style-type: none"> <li>Saying where I live</li> <li>Whether I have brothers and sisters</li> <li>Whether I have a pet</li> <li>When my birthday is</li> <li>How old I am</li> <li>Saying the date</li> </ul> <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>	<ul style="list-style-type: none"> <li>taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ...</li> <li>discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food</li> </ul> <p>Chn will be able to:</p> <ul style="list-style-type: none"> <li>begin to use action words.</li> <li>Ask and answer more complex familiar questions with a scaffold of responses.</li> <li>Ask for clarification and help.</li> </ul>	<ul style="list-style-type: none"> <li>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, e.g.:             <ul style="list-style-type: none"> <li>Talking about the weather: listening and repeating climate conditions using pictures or videos</li> </ul> </li> </ul> <p><i>Time Che ore sono? Sole le tredici, sono le due, sono le tre, sono le Quattro, sono le cinque, sono le sei, sono le sette, sono le otto....</i></p> <ul style="list-style-type: none"> <li>Daily routine A che ora ti svegli? Mi sveglio alle sette.</li> <li><i>Means of transport</i> Transport I mezzi di trasporto: il treno, l’aereo, la macchina, il tram, la metropolitana, la nave</li> <li>Places La città: <i>il mercato, il teatro, la scuola, l’ospedale, il supermercato, il cinema, il giardino, il parco, la biblioteca, il museo, l’università...</i></li> </ul> <p><i>Quale metropolitana devo prendere per andare alla stazione e quale per andare all’aeroporto?</i></p> <ul style="list-style-type: none"> <li>Ordering food</li> <li>Asking information of places in town</li> <li>Spelling of names, words and dates to book a room or a ticket in Italian.</li> </ul> <ul style="list-style-type: none"> <li>give a short prepared talk, on a topic of choice, including expressing opinions - e.g.</li> <li>talking on a familiar subject; describing a picture or part of a story; making a presentation to the class.</li> </ul>



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						Engage in short scripted conversations.  Express opinions in short conversations.  Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.  Perform a sketch in Italian to an audience.
<b>Reading</b>	Chn will be able to match the pictures of stories with words and they repeat words and sentences.	Begin to recognise simple written phrases: <ul style="list-style-type: none"> <li>Che tempo fa?</li> </ul> <i>Fa caldo, fa freddo, piove, nevica, c'è la nebbia</i>  Teacher reads stories – e.g. “Il serpent Sam”; “I tre porcellini”	Chn will be able to: <ul style="list-style-type: none"> <li>recognise and read out a few familiar words and phrases - e.g.</li> <li>from stories and rhymes</li> <li>labels on familiar objects</li> <li>the date</li> <li>the weather</li> <li>Months, seasons, days</li> <li>Nature</li> <li>School subjects</li> <li>Directions</li> </ul>	Chn will be able to understand and read out familiar written phrases - e.g. <ul style="list-style-type: none"> <li>simple phrases</li> <li>weather phrases</li> <li>simple description of objects someone writing about their pet</li> </ul> Begin to recognise simple written phrases.  Recognise simple written phrases.  Begin to show understanding of more complex written phrases.	Chn will be able to understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. <ul style="list-style-type: none"> <li>very simple messages on a postcard or e-mail or part of a story</li> <li>three to four sentences of information about my e-pal; a description of someone’s school day</li> </ul> Read and show understanding of more complex written phrases.  Read and show understanding of simple writing.  Practice using a dictionary to find the meaning of unknown words.	Chn will be able to: Understand the main points and opinions in written texts from various contexts - e.g. <ul style="list-style-type: none"> <li>A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story.</li> <li>discover and develop an appreciation of a range of writing in Italian.</li> </ul> Use a dictionary to understand the definition of unknown words.  Read longer texts aloud, containing taught phrases and vocabulary.  Present ideas and information orally to an audience.
<b>Writing</b>	Copy simple words.	Copy simple vocabulary. Attempt to write taught vocabulary (single words) from memory.	Chn will be able to: <ul style="list-style-type: none"> <li>write or copy simple words or symbols correctly - e.g.</li> <li>numbers</li> <li>Days of week</li> <li>colours</li> <li>classroom objects</li> <li>a shopping list</li> <li>listen to orders in a café and write them down.</li> </ul>	Chn will be able to write one or two short sentences to a model and fill in the words on a simple form- e.g. <ul style="list-style-type: none"> <li>personal information</li> <li>where I live</li> <li>how old I am</li> <li>holiday greetings by e-mail or on a postcard</li> </ul> Chn will attempt to write simple, short taught phrases from memory.  Write simple, short sentences from memory.  Chn will be able to form affirmative and negative versions of phrases e.g. mi piace/ Non mi piace.	Chn will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g. <ul style="list-style-type: none"> <li>a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g.</li> <li>three to four sentences for a wall display; a simple e-mail message ...</li> </ul> Write simple, short taught sentences from memory including questions and responses.  Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.  Use adjectives with nouns.	Chn will be able to: Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt <ul style="list-style-type: none"> <li>paragraphs of three to four sentences about myself,</li> <li>about a story or a picture; a message containing three to four sentences; a postcard or greetings card</li> </ul> Present ideas and information in writing to an audience.  Adapt taught phrases to create new sentences.  To write a series of extended sentences.