



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

Progression of skills in MFL - ITALIAN

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Children will be able to listen and respond to popular rhymes and songs about greetings, colours, numbers (1-10), animals... in Italian.</p> <p>(e.g., <i>Ciao, rosso, Buongiorno, gatto</i>; song: <i>La canzone dei colori</i>).</p>	<p>Children will be able to understand a few familiar spoken words and phrases related to greetings, numbers,(1-20), colours, classroom objects and parts of the body e.g.</p> <p>Greetings: <i>Buongiorno, Buon pomeriggio, Buona sera, Buonanotte. Come ti chiami? Mi chiamo Come stai? Sto bene, grazie. Sto male.</i> <i>Sto così, così</i> - phrases with appropriate actions. Pupils conduct a survey to find out how everyone is feeling.</p>	<p>Children will be able to listen to spoken language and songs and understand a few familiar words and phrases - e.g.</p> <p>- Numbers up to 20 Listening to questions about quantities. <i>Quanti sono? Sono 10. Che numero è? 12.</i></p> <p>Seasons, months and related colours: <i>L'inverno è bianco, L'autunno è arancione...</i></p> <p>Body parts: Listening to the song <i>Pam pam pam</i> and doing the requested action.</p> <p>Animals: Watching and listening to the story <i>Il serpent Sam</i></p>	<p>Children will be able to understand a few familiar spoken words about family, simple emotions, seasons, and classroom interactions e.g.</p> <p>- the teacher's instructions - a few words and phrases in a song or a rhyme -days of the week - colours - numbers (up to 40)</p> <p>Children will repeat words and short sentences modelled by teacher, show understanding with an action.</p>	<p>Children will be able to understand a range of familiar spoken phrases - e.g.</p> <p>- basic phrases concerning myself, my family, my school, the weather, habitats and animals, school items, shops, clothes, the house numbers to 50... <i>Oggi piove e fa freddo. Metto la giacca. La penna è blu...</i></p>	<p>Children will be able to understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <p>-a short rhyme or song, a telephone message, an announcement or sentences describing what people are wearing and what they are doing,</p> <p>Children will be able to appreciate short poems, songs and rhymes in Italian.</p> <p>Begin to show understanding of more complex sentences in "authentic" conversations, picking out specific and relevant vocabulary.</p>	<p>Children will be able to understand and respond to spoken and written language from a variety of authentic sources -e.g.</p> <p>- begin to 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>



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<p>Speaking</p>	<p>Children will be able to repeat familiar words (e.g., <i>mamma, verde, Buongiorno</i>); sing simple popular rhymes (e.g., <i>Palloncino blu</i>); answer to <i>Come stai?</i> with <i>Bene/così così/male</i>.</p>	<p>Children will be able to say and repeat single words and short simple questions and phrases; say name and age, count up to 20; join in for popular songs.</p> <p>e.g. <i>Ciao, come stai? Come ti chiami? Mi chiamo Marco. Ho sei anni</i></p>	<p>Children will be able to say and repeat single words and short simple phrases; answer basic questions, express simple likes/dislikes; describe simple family structures.</p> <p>e.g. <i>Quanti anni hai? Mi piace il gelato. Ho una sorella.</i></p> <p>School objects: Answering questions about colours and how many school items (quantities).</p> <p>Italian fairy tale: <i>Pinocchio</i>. Repeating the key words.</p>	<p>Children will be able to say and repeat words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> - greeting someone - saying <i>si, no, per favore, grazie, prego, bene, benissimo.</i> - naming school objects with articles - naming clothes - days of the week - saying what the weather is like - imitate correct pronunciation with some success. - recognise familiar words and expressions in conversations. 	<p>Children will be able to answer simple questions and give information – e.g.</p> <ul style="list-style-type: none"> - saying where I live, whether I have brothers and sisters, whether I have a pet, when my birthday is, how old I am, saying the date. - ask and answer questions with a rehearsed response using appropriate intonation. - use description words e.g. colors, size. - develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic conversations. 	<p>Children will be able to ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> -taking part in an interview about myself and my interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear... -discussing a picture with a partner, describing colours, and saying whether I like it or not; discussing houses, pets, food. <p>Children will be able to begin to use action words; ask and answer more complex familiar questions with a scaffold of responses.</p>	<p>Children will be able to speak with increasing confidence and fluency finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation e.g.:</p> <ul style="list-style-type: none"> -talking about the Italian cities: listening and repeating where they are located and what they are popular for. - talking about the time and routine. <i>Che ore sono? sono le due, sono le tre...A che ora ti svegli? Mi sveglio alle sette.</i> - ordering food - spelling of names, words and dates - talking on a familiar subject; describing a picture or part of a story; making a brief presentation to the class.
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<p>Reading</p>	<p>Recognise simple images and symbols. Match familiar words to images (e.g., "gatto" → picture of a cat).</p>	<p>Children will be able to match the pictures of stories with words.</p> <p>Children will be able to recognise simple sounds in Italian.</p>	<p>Begin to recognise simple written words and phrases e.g. <i>Di che colore è?</i> <i>E' giallo/a, è blu, è rosso/a...</i></p> <p>Teacher reads stories – e.g. <i>Il serpente Sam; I tre porcellini.</i></p> <p>Teacher dictates simple words.</p>	<p>Children will be able to recognise and read out a few familiar words and phrases - e.g. from stories, rhymes and PPTs.</p>	<p>Children will be able to understand and read out familiar written phrases - e.g.</p> <p>-simple phrases</p> <p>-weather phrases</p> <p>-simple description of objects or people</p> <p>Begin to recognise written phrases.</p>	<p>Children will be able to understand the main point(s) and some details from short written texts or passages in clear printed script - e.g.</p> <p>- very simple messages on a postcard or e-mail or part of a story</p> <p>- read and show understanding of more complex written phrases.</p> <p>- practice using a dictionary to find the meaning of unknown words.</p>	<p>Children will be able to understand the main points and opinions in written texts from various contexts - e.g.</p> <p>- a postcard or letter; a written account of school life, a poem or part of a story.</p> <p>- read longer texts aloud, containing taught phrases and vocabulary.</p> <p>- present ideas and information orally to an audience.</p>
<p>Writing</p>		<p>Copy simple words in context.</p>	<p>Copy simple vocabulary. Attempt to write taught vocabulary (single words) from memory.</p>	<p>Children will be able to copy and write simple words and short expressions correctly e.g.</p> <p>- numbers</p> <p>- days of week</p> <p>-colours</p> <p>-classroom objects and their colours</p> <p>-a shopping list</p> <p>- listen to what people wear in a dialogue and write the piece of clothing down.</p>	<p>Children will be able to write one or two sentences following a model and fill in the gaps. e.g.</p> <p>- personal information (where I live, How old I am, holiday greetings, wishing something to somebody)</p> <p>Children will attempt to write short taught phrases from memory.</p> <p>Children will be able to write words and short sentences dictated by the teacher.</p>	<p>Children will be able to write a few short sentences with support using expressions which they have learnt - e.g.</p> <p>- a postcard, a simple message, an identity card.</p> <p>- write a short text on a familiar topic, adapting language which they have already learnt.</p>	<p>Children will be able to write at varying length, for different purposes using the variety of grammatical structures that they have learnt- e.g.</p> <p>- write paragraphs of three sentences about myself, my interest, my routine and my personal life.</p> <p>- write a postcard or greetings card.</p> <p>- write sentences about a certain topic</p>