



MFL - Spanish Progression

<u>Skills</u>		<u>Key Stage 2</u>			
		<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>			
<u>EYFS and Key Stage One</u>		<p>Although the national curriculum states that the learning of Modern Foreign Languages is optional, at Meadowside we begin our learning in EYFS and Key Stage One. The learning consists of learning through songs, phonics and repetition of words. All lessons in EYFS and KS1 are taught and learnt verbally focusing on listening and speaking skills in order to prepare children for their learning in Key Stage Two where they progress onto reading and writing skills. In EYFS and KS1 the autumn term consists of learning phonics, greetings, learning how to say their age, numbers 1-10 and Christmas time in Spanish in which children find out about Spanish culture. The Spring term then focuses on learning colours, animals and stories with opportunities to revisit their learning of phonics, number and greetings from the autumn term. Then in the summer term the learning is focused on learning fruits, days of the weeks and seasons with opportunities to revisit the learning from the autumn and spring term. Children participating in learning Spanish throughout EYFS and KS1 will prepare them well for year 3 when they will learn about similar subjects more in depth and progress onto reading and writing with the knowledge they have learnt so far. Children will also use their Spanish knowledge to complete every day activities such as answering the register and using Spanish language in the classroom.</p>			
Listening	Listening	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	1. Listening attentively and show an understanding by joining in and responding	<p>Respond confidently to greetings, register, classroom instructions, phonics Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity</p>	<p>Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations Play Hide and Seek in Spanish</p>	<p>Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports Understand and respond to movement instructions</p>	<p>Understand a range of spoken opinions heard in sentences and short texts. Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.</p>
	Listening				
	2. Link spelling, sound and meaning of words	<p>Apply phonics knowledge to Dr Seuss rhyming story (molillo, bolsillo), Oso Pardo story, tongue twisters, Veo veo game, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)</p>	<p>Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Rodolfo el reno, Frosty, Navidad), birthday songs</p>	<p>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</p>	<p>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</p>

Speaking	Speaking Ask and answer questions	<p style="text-align: center;"><u>Year 3</u></p> <p>Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal)</p> <p>¿Qué es? (What is it?) Es un/una... (It is a) ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself – way of saying my name is) ¿Cómo estás? (How are you?) ¿Cuántos años tienes? (How old are you? Translates as how many –cuantos years –anos do you have - tienes?) ¿Qué tienes en tu estuche? (What do you have in your pencil case?) ¿Tienes un/una...? (Do you have a?) ¿Qué diferencia hay? (What difference is there?) ¿Es (una rana o un pez)? (Is it a frog or a fish?) ¿Cuál (de los animales) es? (Which of the animals is it?) ¿Cuál es tu animal favorito? (Which is your favourite animal?) ¿Qué son? (What are they?) ¿Qué ves? (What do you see?)</p>	 <p>Ask / answer questions about birthdays, ages, dates, times, simple maths</p> <p>Ask '¿Cómo se dice ... en español? (what do they say in Spanish?) ¿De qué color es (What colour is?) ¿Cuántos ... hay? (How many... are there?) ¿Qué día es (hoy)? (What day is it (today)?) ¿Qué fecha es (hoy)? (What date is it (today)?) ¿Cuándo es tu cumpleaños? (When is your birthday?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?) ¿Tienes...? (Do you have...?) ¿De qué color son tus ojos? (What colour are your eyes?) ¿y el pelo? (And your hair?)</p>	<p style="text-align: center;"><u>Year 5</u></p> <p>Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things</p> <p>¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock) ¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?) ¿Cómo se pronuncia? (How do you pronounce?) ¿Qué deportes sabes practicar? (What sports can you play?) ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?)</p>	<p style="text-align: center;"><u>Year 6</u></p> <p>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals</p> <p>¿Qué tiempo hace? (What's the weather like?) ¿De qué color es la bandera? (What colour is the flag) ¿Por qué es ... famoso/a? (Why is ... famous?) ¿Qué hay en (España)? (What is there in (Spain)?) ¿Cuándo es? (When is it?) ¿Cuántos días dura la fiesta? (How many days does the festival last?) ¿Dónde está? (Where is it?) ¿Qué lleva la gente? (What do people wear?) ¿Qué hay...? (What is there...?)</p>
	<p>Speaking – Express opinions and respond to others</p>		<p>Use: En mi opinión (In my opinion), Pienso que (I think that)</p>	<p>¿Te gusta...? (Do you like?) ¿Qué te gusta comer / beber? (What do you like eating / drinking) ¿Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch) ¿Por qué te gusta...? (Why do you like..?)</p>	<p>¿Te gusta...? (Do you like...?) ¿Por qué te gusta...? (Why do you like..?) ¿Qué opinas de...? (What do you think of...?)</p>
	<p>Speaking – Ask for clarification and help</p>	<p>Signal a problem: Señor(a), tengo un problema (I have a problem)</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme? (Can you help me?)</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? (number 2, the text, the dictionary) Ask for other things: ¿Puedo trabajar con Josh? (can I work with Josh).</p>	<p>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh? (see box to the left for translation).</p>
	<p>Speaking – speak in sentences</p>	<p>Use the verb forms tengo (no tengo – I have/ don't have), es (no es – it is/ it isn't), son, hay (no hay – they have they don't have) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. Say what your favourite ... is</p>	<p>Use these sentence structures: Mi cumpleaños es (my birthday is) el...de.. / Son las dos – es la una / Hoy es el (Today is the) ...de... (Ayer fue – yesterday I went, el...de... - Mañana será – tomorrow morning el ...de...)Empieza a las... / Termina a las – start at/ finish at ...Es / No (is/ isn't) esTiene / No tiene,(it has/ doesn't have) Hay / No hay (there is/ there isn't)</p>	<p>Say what sports you play using 'Juego al' (I play) or 'Practico el/la' (I practise) and when you do it 'Los lunes juego al fútbol' (on Monday I play football) Express opinions in sentences using ' me gusta(n)' (I like) and 'me encanta(n) (I love), give preferences using 'prefiero' (prefer) and express reasons for opinions using 'porque (because) es/son + adjectives'. Say what you eat and drink and when. Say what you like to each and drink using 'me gusta comer (eat)/ beber (drink)'. Say what you can / know how to do using 'Sé practicar el esquí'</p>	<p>Express opinions in sentences using ' me gusta(n)' (I like) and 'me encanta(n) (I love), give preferences using 'prefiero' (I prefer) and express reasons for opinions using 'porque es/son + adjectives'Use the 3rd person of key verbs to say what happens at different festivals</p>
	<p>Speaking- Describe actions, people, places and things</p>	<p>Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar story</p>	<p>Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs</p>	<p>Describe actions: eating / drinking at different times, playing sports and instruments</p>	<p>Describe the key geographical features of Spain Describe where things are Describe the key features of famous festivals</p>

Reading					
		<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	 Spot the Dog story, Perritos Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Read short texts and answer questions to show understanding	Complete gap-fill activities, close activities with adjectival agreement, identify the odd one out
	Appreciate stories, songs, poems and rhymes in the language	Join in confidently with the Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video, tongue twisters, Old Macdonald song	Numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes	Film clips on sports and food in Spain	Film clips on traditional Spanish festivals
	Read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	Numbers Read and add questioning intonation	Pronounce sports using correct sounds	Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map
	Understand new words that are introduced into familiar written material	stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story	Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata		adjectives of reasons to support opinions, using 'porque' (because) to provide reasons, language for countries, locations, directions
	Use a dictionary			Dictionary skills: 1) Know the parts of the dictionary 2) Be confident with alphabetical order 3) Find the meanings of new words	Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (using a dictionary for verbs will be picked up in secondary).
Writing					
		<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Write words and phrases from memory	Write on mini-white boards simple sentences e.g. Tengo un caballo blanco (I have a white horse) with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	Write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo videos) Write ' My birthday es on the ... of ...' from memory with accurate spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	Label pictures (village and coast) – using hay / no hay (it has/doesn't have) with confidence to write sentences from memory
	Adapt phrases to create new sentences	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using 'Voy a + verbs', time exercise	Adapt short text about someone else's sports / free time to write a short text about own free time.	Write a holiday postcard, adapting a model.
	Describe people, places, things and actions in writing	Describe animals with colours Create mini-books	Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from memory) Describe actions: describe festivals at home and in Spain (with resources)



Make birthday cards, Design invites, Create piñata (with resources)

Grammar		<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Gender of nouns - definite and indefinite articles	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (start to learn definite articles la el and plural indefinites las, los,)	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural	Focus on active use of definite articles with verbs of like / dislike. Know when to use the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar(play) (al / a la), and practicar (el / la)	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
	Singular and plural forms of nouns	Form plural nouns	Use of plural nouns		
	Adjectives (place and agreement)	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use adjectives (agreement and position) with more confidence	Agree adjectives in reasons after porque es / son, remembering to match number and gender.	Agree adjectives in reasons after porque es / son, remembering to match number and gender.
	Conjugation of key verbs (and making verbs negative)	Use tengo, es, hay, son accurately (have, is, there is, they have)	Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use future tense (Voy a + infinitive verb), infinitives	Use all persons DESAYUNAR (breakfast) Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar	Use 'hay' Use the verb ESTAR (receptive use of some reflexive verbs)
Connectives and qualifiers, adverbs of time, prepositions of place	Use connectives – y, pero, (también) (and, but, also)	Use sequencers - un día, luego, después al final Use preposition of place (arriba, encima de etc..)	Use days of the week (los lunes etc..)	Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which),	