

# MFL - Spanish 2023-2024

## Spanish Progression Grid

Scheme - Primary Network Teaching Languages

EYFS	
ELG- People, cultures and communities	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes.</li> <li>• Talks about the lives of the immediate people around them and their roles in the wider community.</li> </ul>
ELG – Literacy Understanding	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Answers 'how' and 'why' questions about their experiences and in responses to stories or events.</li> </ul>
ELG- The Natural World	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Can make observations including making drawings of animals and plants. Can explain why some things naturally occur and talk about changes in the world around them.</li> <li>• Can discuss, drawing on knowledge from a variety of experiences, the similarities and differences observed between natural environments, e.g. community green spaces, parks.</li> </ul>

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Core Skills Overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC			<ul style="list-style-type: none"><li>- To listen attentively to spoken language and show understanding by joining in and responding</li><li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li><li>- 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*</li><li>- Present ideas and information orally to a range of audiences*</li><li>- Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language</li><li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>- 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</li><li>- 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</li></ul>			
Listening						
			Can understand a few familiar spoken words and phrases.	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.
Speaking						

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	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).
Reading				
	Can recognise and read out a few familiar words and phrases.	Can understand simple written phrases. Can match sounds to familiar written words	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.
Writing				
	Can write or copy a few simple words or symbols as an emergent writer of the target language.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.

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			and regular verbs in the present tense.	
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Lower Key Stage 2	
Disciplinary Knowledge	
<p>To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language.</p> <p>To begin to form educated guesses based on the context of the language.</p> <p>To begin to use memory hooks to help remember.</p> <p>To begin to understand what helps make me a better language learner.</p> <p>To engage with opportunities to practise to aid long-term memory.</p> <p>To develop confidence to 'have a go' and learn from any mistakes.</p> <p>To write single words and set phrases with support.</p> <p>To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language.</p> <p>To begin to practise bilingual dictionary skills.</p> <p>To develop as global citizens through broadening the understanding of the target language and culture.</p>	
Year 3 – Substantive Knowledge	
Autumn 1 – A new start	<ul style="list-style-type: none"> <li>To say greetings in the target language.</li> <li>To ask and answer about feelings in the target language</li> <li>To say, recall, identify numbers between 1 and 10 in the target language</li> <li>To write some colours in the target language</li> </ul>
Autumn 2 – Calendar and Celebrations	<ul style="list-style-type: none"> <li>To understand basic classroom commands</li> <li>To understand and say days of the week in the target language.</li> <li>To understand, say and try to write some months of the year in the target language.</li> <li>To recall some facts about Christmas traditions in the target language country.</li> </ul>
Spring 1 – Animals I like/ don't like	<ul style="list-style-type: none"> <li>To say and read the name of some animals in the target language.</li> <li>To begin to recognise some plural nouns for animals in the target language.</li> <li>To begin to understand a simple story in the target language.</li> <li>To begin to copy some names of animals in the target language.</li> </ul>

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	<ul style="list-style-type: none"> <li>To say a simple sentence to say their favourite animal.</li> <li>To begin to write simple sentences about animals.</li> </ul>
Spring 2 – Carnival / Using numbers	<ul style="list-style-type: none"> <li>To know some facts about Carnival in the target language country.</li> <li>To say and begin to write numbers 1-15</li> <li>To say simple sentences about themselves</li> <li>To begin to read and write dates in the target language</li> </ul>
Summer 1 – Fruits and Vegetables	<ul style="list-style-type: none"> <li>To understand and participate in games involving fruit and vegetable nouns in the target language.</li> <li>To ask politely for some fruit or vegetable item in the target language.</li> <li>To listen, understand and enjoy a story in the target language.</li> <li>To write, with support, a simple sentence or several sentences in 1st person singular.</li> </ul>
Summer 2 – Going on a picnic / Aliens in Spain	<ul style="list-style-type: none"> <li>To recall nouns for picnic items in the target language</li> <li>To write a simple phrase, using verb, noun and adjective.</li> <li>To complete some simple sentences to say where they live.</li> <li>To ask a simple question and understand the answer</li> <li>To apply their language skills to begin to learn other languages</li> </ul>
Year 4 – Substantive Knowledge	
Autumn 1 – Welcome to school	<ul style="list-style-type: none"> <li>To ask and answer questions about self in the target language</li> <li>To listen, recall and respond to classroom instructions in the target language</li> <li>To say and write the name of rooms in school in the target language</li> <li>To say and write nouns for some classroom objects in the target language</li> </ul>
Autumn 2 – My local area	<ul style="list-style-type: none"> <li>To say and recognise some places in a town in the target language</li> <li>To give simple directions to places in a town in the target language</li> <li>To read and understand some useful directions in the target language</li> <li>To copy some names of places in a town: Church, shop, park, pharmacy in the target language</li> <li>To write a sentence using nouns of shops in a town.</li> </ul>
Spring 1 – Family and faces	<ul style="list-style-type: none"> <li>To know some important facts about Epiphany in the target language country</li> </ul>

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	<ul style="list-style-type: none"> <li>To say some family nouns in the target language</li> <li>To write personal information sentences in 1<sup>st</sup> person singular about a family member in the target language</li> <li>To understand the nouns for face parts in the target language</li> <li>To write a simple descriptive sentence to describe a face</li> </ul>
Spring 2 – Face and body parts	<ul style="list-style-type: none"> <li>To understand and respond to body part nouns and commands in the target language</li> <li>To understand and participate in yoga sequences including commands and body part nouns</li> <li>To identify singular and plural body parts in the target language</li> <li>To write some body parts in the target language</li> <li>To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective</li> </ul>
Summer 1 – Feeling unwell/ Jungle animals	<ul style="list-style-type: none"> <li>To understand and say phrases to describe feeling unwell, aches and pains</li> <li>To remember some jungle animal nouns in the target language</li> <li>To understand adjectives to describe jungle animals in the target language</li> <li>To write a simple sentence or sequence of sentences to describe a jungle animal in the target language</li> </ul>
Summer 2 – The weather/ Ice creams	<ul style="list-style-type: none"> <li>To say different types of weather phrases in the target language</li> <li>To name the seasons in the target language</li> <li>To write a simple sentence to describe the weather in the target language</li> <li>To say ice cream flavours and spot sounds in the flavours in the target language</li> <li>To say an ice cream order in the target language</li> <li>To apply their language skills to learn other languages</li> </ul>

## Upper Key Stage 2

### Disciplinary Knowledge

To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language.  
 To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them.  
 To use reading comprehension strategies such as skim and scan to understand unfamiliar language  
 To use context to form educated guesses and use this and prior learning to aid translation  
 To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language.  
 To develop the ability to speak fluently (without conscious thought)

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To use a model effectively to aid writing grammatically accurate and extended sentences.  
To develop the ability to use and create memory hooks to remember more.  
To develop metacognitive strategies to learn and remember more language.  
To know how to use opportunities to practise to improve long-term memory and recall.  
To use a bilingual dictionary independently to look up unfamiliar words  
To develop as global citizens through broadening the understanding of the target language and culture.

## Year 5 – Substantive Knowledge

Autumn 1 – Talking about us/ School subjects	<ul style="list-style-type: none"> <li>To know how to introduce themselves using extended sentences about how they are feeling and a reason why they are feeling this way.</li> <li>To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live.</li> <li>To say a third person singular sentence with details about someone else.</li> <li>To know at least five nouns for school subjects and can use this language in a spoken sentence.</li> <li>To say an extended opinion of a school subject including a reason for liking/disliking a subject</li> </ul>
Autumn 2 – In the city	<ul style="list-style-type: none"> <li>To recall some facts about a city in the target language country</li> <li>To say and understand nouns for places in a city</li> <li>To ask for and give simple directions</li> <li>To participate in a dialogue for buying a ticket</li> <li>To write simple descriptive sentences to describe their town/city.</li> </ul>
Spring 1 – Healthy Eating	<ul style="list-style-type: none"> <li>To say some fruit and vegetables in the target language and use these in simple dialogues.</li> <li>To read and understand some fruit and vegetables in written texts in the target language.</li> <li>To understand plural nouns and how to write them</li> <li>To know to say 'I have' in the target language and that we use part of the verb to have .</li> <li>To understand how to say I haven't in the target language (negating)</li> <li>To write some fruits and vegetables</li> <li>To read and understand a recipe</li> <li>To write a recipe including ingredients and instructions</li> </ul>
Spring 2 – Clothes	<ul style="list-style-type: none"> <li>To say nouns for some items of clothing in the target language.</li> <li>To read and write descriptive sentences with nouns and colour adjectives in the target language.</li> <li>To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in the target language</li> </ul>

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	<ul style="list-style-type: none"> <li>To explore and use the verb 'to wear'</li> </ul>
Summer 1 – Out of this world	<ul style="list-style-type: none"> <li>To ask and answer questions about someone's identity in the target language.</li> <li>To read and recognise names of planets in the target language</li> <li>To read some simple information about planets in the target language.</li> <li>To read and write simple sentences about an imaginary planet in the target language.</li> </ul>
Summer 2 – At the seaside	<ul style="list-style-type: none"> <li>To read aloud and understand sentences about the seaside in the target language</li> <li>To creative simple persuasive extended sentences in the target language</li> <li>To read and understand facts about going to the beach in the target language</li> <li>To explore beach culture in the target language country</li> <li>To apply their language skills to learn other languages</li> </ul>
<b>Year 6– Substantive Knowledge</b>	
Autumn 1 – Daily routine	<ul style="list-style-type: none"> <li>To recall phrases to describe feelings in the target language</li> <li>To understand 'o'clock' phrases in the target language</li> <li>To talk about daily routine in the target language</li> <li>To answer questions about daily routine in the target language</li> </ul>
Autumn 2 – Homes and Houses	<ul style="list-style-type: none"> <li>To understand the nouns for rooms in a house in the target language</li> <li>To understand the nouns for some items of furniture</li> <li>To read and understand some simple descriptions of rooms in a house in the target language.</li> <li>To follow and understand a descriptive story</li> <li>To write descriptive sentences using adjectives of colour and size</li> <li>To recognise and understand some familiar and unfamiliar nouns in the target language</li> <li>To understand some prepositions</li> </ul>
Spring 1 – Playing sport	<ul style="list-style-type: none"> <li>To create opinions about a sport in the target language</li> <li>To look at and use the verb 'to play'</li> <li>To understand and write simple information about a sport in the target language</li> <li>To express a like or dislike of a sport in the target language</li> </ul>



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Spring 2 – Funfair and favourites	<ul style="list-style-type: none"> <li>• To know some nouns for fun fair rides and food in the target language</li> <li>• To write simple sentences about a funfair in the target language</li> <li>• To express opinions of favourite things in the target language, recalling prior learning</li> <li>• To recall some key facts about a tradition in the target language country</li> </ul>
Summer 1 – Café culture	<ul style="list-style-type: none"> <li>• To know some facts about café culture</li> <li>• To ask politely for snacks and drinks in the target language</li> <li>• To understand information about food and meals</li> <li>• To explore breakfast foods and different types of breakfast</li> </ul>
Summer 2 – Performance time	<ul style="list-style-type: none"> <li>• To participate in short sketches using familiar language</li> <li>• To recall familiar core language in the target language</li> <li>• To apply their language skills to learn other languages</li> </ul>