



Year 3			
Content	Previous year's content	Year 3 content	Subsequent year's content
		<ul style="list-style-type: none"> • Greetings and Spanish culture • Classroom instructions • Animals vocabulary • Numbers and plurals • Soft 'ci', 'R' phoneme • Connectives and simple sentences • Gender • Memorisation and storytelling • Saying my name • Christmas • Soy (I have) • I phoneme • Spanish names • Colours • Opinions • Word order of adjectival order • A traditional story: the Enormous turnip • Christmas song • A, E, J, R phomemes • Numbers 1-10 • Spanish maths: addition and subtraction • Tengo (I have) • Age • Easter bunny/eggs • Definite (<i>el, la, los, las</i>) and indefinite (<i>un, una, unos, unas</i>) articles • Quisiera (I would like) • Extending sentences with <i>pero</i> • Hard C phoneme • Es • Extending sentences with <i>también</i> • Numbers 1-15 • Days of the week • R, U, I, hard g phonemes • Assessments • Barcelona project 	<ul style="list-style-type: none"> • Revision of animals and classroom instructions • A Spanish poem • How to use a Spanish bilingual dictionary • Parts of the body • Negative 'no' • soft c, z phonemes • Colours • Adjectival agreements • Food • Opinions about food • Goldilocks story • Christmas: the snowman • son (they are) • a phoneme • Quisiera with food • Revise numbers 1-15 • Months • Numbers 16-31 • Spanish maths: division and multiplication • Word order • Me gustan with plural nouns • Quiero • Christmas traditions • Hard c, ll, qu, ch, phonemes • Dates and birthdays • Revise numbers 1-31 • Third person • Personal descriptions (hair and eye colour) • J, soft c phonemes • Easter: Las Fallas festival • Family vocabulary • Possessive adjectives (<i>mi, mis</i>) • Further dictionary skills • Clothing vocabulary • Revise adjectival agreements • i phoneme • Memorise a short text (Talk4writing) • Revise food, opinions, months, numbers and personal descriptions • Assessments • Spanish festival project

MFL PROGRESSION



<p>Grammar</p>		<ul style="list-style-type: none"> • Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. • Know the first person singular form of the high frequency verbs <i>ser</i> (to be) and <i>tener</i> (to have). • Know the key feature of the word order of adjectives in Spanish. • Know how to build sentences using <i>es</i>, <i>aquí hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases. • Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives. • Understand and use appropriately basic punctuation in Spanish such as a comma, full stop, an inverted question mark (¿), an inverted exclamation mark (¡) and a capital letter to begin a sentence. 	<ul style="list-style-type: none"> • //phoneme • Understand that that adjectives in Spanish must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings. • Be able to use the third person of key verbs as well as the first person. • Be able to use the possessive adjective 'my' correctly. • Understand the pattern of sentences in Spanish including different word order from English and the formation of questions.
<p>Speaking and Listening</p>		<ul style="list-style-type: none"> • Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. • Show understanding by joining in, for example with conversations, stories and songs. • Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Learn actions which link to phonemes in Spanish (e.g. j, r, ci, z, co) • Be able to make the phoneme-grapheme link in Spanish. • Be able to say and understand rhymes such as tongue twisters. • Listen and join in with stories and songs. • Exchange common greetings such as <i>hola</i>, <i>buenos días</i>, <i>adiós</i> and <i>¿qué tal?</i> • Understand and give personal information such as name, age, likes and dislikes. • Be able to use <i>sí</i> and <i>no</i>. • Be able to follow a model to ask and answer a variety of questions. • Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> + a noun), who you are (<i>soy</i> + a noun/ name), what 	<ul style="list-style-type: none"> • Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. • Show understanding by joining in, for example with conversations, stories and songs. • Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. • Learn actions which link to phonemes in Spanish (e.g. z, a, qu, r, j, soft c and i) • Be able to make the phoneme-grapheme link in Spanish. • Be able to say and understand rhymes such as tongue twisters. • Listen and join in with stories and songs • Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing. • Understand how to form the typical Spanish structure of a question. • Be able to follow a model to ask and answer a variety of questions. • Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> & <i>tiene</i> + a noun), who you are (<i>soy</i> & <i>es</i>

MFL PROGRESSION



		<p>you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <ul style="list-style-type: none"> • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences. • Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information such as personal details and opinions in pairs, groups and to the whole class. • Be able to present this information in the form of a song or rap written and performed. 	<p>+ a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <ul style="list-style-type: none"> • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i>, <i>porque</i> and <i>pero</i> in sentences. • Be able to give reasons for opinions. • Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information such as personal details and opinions with reasons in pairs, groups and to the whole class. • Be able to present information in the form of an authentic French poem memorised and performed.
<p>Reading and Writing</p>		<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words. • Start to use web or paper-based bilingual dictionaries. Write sentences and short texts from memory or by using writing frames or picture clues if required. • Be able to give personal details and opinions orally and in writing. • Be able to describe the colours of animals and know the correct word 	<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders. • Write sentences and short texts from memory or by using writing frames or picture clues if required. Be able to adapt language to create new sentences. • Be able to give personal descriptions of oneself and others and opinions with reasons orally and in writing. • Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in Spanish for adjectives.



Year 4

Content	Previous year's content	Year 4 content	Subsequent year's content
	<ul style="list-style-type: none"> Greetings and Spanish culture Classroom instructions Animals vocabulary Numbers and plurals Soft 'ci', 'R' phoneme Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas Soy (I have) I phoneme Spanish names Colours Opinions Word order of adjectival order A traditional story: the Enormous turnip Christmas song A, E, J, R phomemes Numbers 1-10 Spanish maths: addition and subtraction Tengo (I have) Age Easter bunny/eggs Definite (el, la, los, las) and indefinite (un, una, unos, unas) articles Quisiera (I would like) Extending sentences with pero Hard C phoneme Es Extending sentences with también Numbers 1-15 Days of the week R, U, I, hard g phonemes Assessments Barcelona project 	<ul style="list-style-type: none"> Revision of animals and classroom instructions A Spanish poem How to use a Spanish bilingual dictionary Parts of the body Negative 'no' soft c, z phonemes Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman son (they are) a phoneme Quisiera with food Revise numbers 1-15 Months Numbers 16-31 Spanish maths: division and multiplication Word order Me gustan with plural nouns Quiero Christmas traditions Hard c, ll, qu, ch, phonemes Dates and birthdays Revise numbers 1-31 Third person Personal descriptions (hair and eye colour) J, soft c phonemes Easter: Las Fallas festival Family vocabulary Possessive adjectives (mi, mis) Further dictionary skills Clothing vocabulary Revise adjectival agreements i phoneme Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments Spanish festival project 	<ul style="list-style-type: none"> Revise opinions Sports vocabulary Sports clothing Verb tener Negative Masculine and feminine nouns Dictionary skills Preposition para (for) i phoneme Weather vocabulary Hobbies vocabulary Pets Traditional tale: The fox and the crow Christmas in Spain j, qu phonemes Verb ser Dictionary skills Revise dates, months Legends Numbers 32-60 School subjects The three wise men u phoneme Primary school in Spain Subject preferences Telling the time Reasons Verb ir Transport vocabulary Easter: Los tres magos (three kings) Silent h phoneme Easter cards Items in a classroom Possessive adjectives (revision and new) Prepositions hard c phoneme Revise ir, key phonemes The simple future tense Alphabet Revision Assessments

MFL PROGRESSION



<p>Grammar</p>	<ul style="list-style-type: none"> Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. Know the first person singular form of the high frequency verbs <i>ser</i> (to be) and <i>tener</i> (to have). Know the key feature of the word order of adjectives in Spanish. Know how to build sentences using <i>es</i>, <i>aquí hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases. Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives. Understand and use appropriately basic punctuation in Spanish such as a comma, full stop, an inverted question mark (¿), an inverted exclamation mark (¡) and a capital letter to begin a sentence. 	<ul style="list-style-type: none"> // phoneme Understand that that adjectives in Spanish must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings. Be able to use the third person of key verbs as well as the first person. Be able to use the possessive adjective 'my' correctly. Understand the pattern of sentences in Spanish including different word order from English and the formation of questions. 	<ul style="list-style-type: none"> Project: Day of the dead Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. Know and be confident in using all forms of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go). Be able to use comparative language (<i>más que</i>, <i>menos que</i>). Be able to form negative sentences using <i>no</i>. Be able to build phrases using <i>puedo</i> plus an infinitive. Build sentences using <i>hay</i> and possessive adjectives. Be able to use the preterite tense to describe
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Learn actions which link to phonemes in Spanish (e.g. j, r, ci, z, co) Be able to make the phoneme-grapheme link in Spanish. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs. Exchange common greetings such as <i>hola</i>, <i>buenos días</i>, <i>adiós</i> and <i>¿qué tal?</i> Understand and give personal information such as name, age, likes and dislikes. Be able to use <i>sí</i> and <i>no</i>. Be able to follow a model to ask and answer a variety of questions. Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> + a noun), who you are (<i>soy</i> + a noun/ name), what 	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Learn actions which link to phonemes in Spanish (e.g. z, a, qu, r, j, soft c and i) Be able to make the phoneme-grapheme link in Spanish. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing. Understand how to form the typical Spanish structure of a question. Be able to follow a model to ask and answer a variety of questions. Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> 	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Use prior knowledge of phonemes taught in years 3-5 and apply these to new language. Know and apply the rules for silent letters such as 'h'. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs. Be able to ask for and tell the time. Understand and describe one's daily routine. Be able to ask for and understand directions in a town. Be able to buy food in a shop and café and understand prices. Be able to follow a model to ask and answer a variety of questions such as what time it is, to ask for food in a shop and cafe.

MFL PROGRESSION



	<p>you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <ul style="list-style-type: none"> • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences. • Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information such as personal details and opinions in pairs, groups and to the whole class. • Be able to present this information in the form of a song or rap written and performed. 	<p><i>&</i> <i>tiene</i> + a noun), who you are (<i>soy &</i> <i>es</i> + a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <ul style="list-style-type: none"> • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i>, <i>porque</i> and <i>pero</i> in sentences. • Be able to give reasons for opinions. • Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information such as personal details and opinions with reasons in pairs, groups and to the whole class. • Be able to present information in the form of an authentic French poem memorised and performed. 	<ul style="list-style-type: none"> • Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use all parts of the verb <i>tener</i>, <i>ser</i> and <i>ir</i>, what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary. • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>. Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information about a famous Spanish city. • Be able to perform a play to an audience
<p>Reading and Writing</p>	<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words. • Start to use web or paper-based bilingual dictionaries. Write sentences and short texts from memory or by using writing frames or picture clues if required. • Be able to give personal details and opinions orally and in writing. • Be able to describe the colours of animals and know the correct word 	<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders. • Write sentences and short texts from memory or by using writing frames or picture clues if required. Be able to adapt language to create new sentences. • Be able to give personal descriptions of oneself and others and opinions with reasons orally and in writing. • Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in Spanish for adjectives. 	<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories in different tenses using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables. • Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it. • Be able to give details and opinions orally and in writing about houses, bedrooms, towns, directions and food. • Be able to describe houses and know the correct word order in Spanish for adjectives and use comparative language (<i>más que</i>, <i>menos que</i>). • Be able to talk about one's favourite house/ hobby/ subject.



Year 5			
Content	Previous year's content	Year 5 content	Subsequent year's content
	<ul style="list-style-type: none"> • Revision of animals and classroom instructions • A Spanish poem • How to use a Spanish bilingual dictionary • Parts of the body • Negative 'no' • soft c, z phonemes • Colours • Adjectival agreements • Food • Opinions about food • Goldilocks story • Christmas: the snowman • son (they are) • a phoneme • Quisiera with food • Revise numbers 1-15 • Months • Numbers 16-31 • Spanish maths: division and multiplication • Word order • Me gustan with plural nouns • Quiero • Christmas traditions • Hard c, ll, qu, ch, phonemes • Dates and birthdays • Revise numbers 1-31 • Third person • Personal descriptions (hair and eye colour) • J, soft c phonemes • Easter: Las Fallas festival • Family vocabulary • Possessive adjectives (mi, mis) • Further dictionary skills • Clothing vocabulary • Revise adjectival agreements • i phoneme • Memorise a short text (Talk4writing) • Revise food, opinions, months, numbers and personal descriptions • Assessments • Spanish festival project 	<ul style="list-style-type: none"> • Revise opinions • Sports vocabulary • Sports clothing • Verb tener • Negative • Masculine and feminine nouns • Dictionary skills • Preposition para (for) • i phoneme • Weather vocabulary • Hobbies vocabulary • Pets • Traditional tale: The fox and the crow • Christmas in Spain • j, qu phonemes • Verb ser • Dictionary skills • Revise dates, months • Legends • Numbers 32-60 • School subjects • The three wise men • u phoneme • Primary school in Spain • Subject preferences • Telling the time • Reasons • Verb ir • Transport vocabulary • Easter: Los tres magos (three kings) • Silent h phoneme • Easter cards • Items in a classroom • Possessive adjectives (revision and new) • Prepositions • hard c phoneme • Revise ir, key phonemes • The simple future tense • Alphabet • Revision • Assessments 	<ul style="list-style-type: none"> • Revise tener and ser • Questions • Telling the time • Daily routine • Daily routine in other countries • Houses • Rooms in a house • Christmas: toys from around the world • Tener phrases • Puedo + infinitive • Bedroom descriptions • Places in a town • Revise places in town • Revise ir • Directions • Revise food • Buying food • April fool's day • Christmas presents/toys around the world • Numbers 61-100 • Ordering food in a café • Famous Spanish food and menus • The preterite (past) tense • The preterite (past) tense • Revision • Assessments • The Spanish alphabet

MFL PROGRESSION



	//phoneme	<ul style="list-style-type: none"> Project: Day of the dead 	
Grammar	<ul style="list-style-type: none"> Understand that that adjectives in Spanish must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings. Be able to use the third person of key verbs as well as the first person. Be able to use the possessive adjective 'my' correctly. Understand the pattern of sentences in Spanish including different word order from English and the formation of questions. 	<ul style="list-style-type: none"> Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. Know the first, second and third person singular form of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go). Be able to form the near future tense using <i>ir</i> plus an infinitive verb. Be able to form negative sentences using <i>no</i> Know the key feature of the word order of adjectives in Spanish. Build sentences using <i>es</i>, <i>aquí hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases. Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives. 	<ul style="list-style-type: none"> Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. Know and be confident in using all forms of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go). Be able to use comparative language (<i>más que</i>, <i>menos que</i>). Be able to form negative sentences using <i>no</i>. Be able to build phrases using <i>puedo</i> plus an infinitive. Build sentences using <i>hay</i> and possessive adjectives. Be able to use the preterite tense to describe
Speaking and Listening	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Learn actions which link to phonemes in Spanish (e.g. z, a, qu, r, j, soft c and i) Be able to make the phoneme-grapheme link in Spanish. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing. Understand how to form the typical Spanish structure of a question. Be able to follow a model to ask and answer a variety of questions. Be able to speak in sentences to say what something is (<i>es</i> + a noun), what you have (<i>tengo</i> & <i>tiene</i> + a noun), who you are (<i>soy</i> & <i>es</i> 	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Learn actions which link to phonemes in Spanish (e.g. e,i and j) Be able to make the phoneme-grapheme link in Spanish. Know and apply the rules for silent letters such as 'h'. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs. Exchange common greetings such as <i>buenos días</i>, <i>hola</i>, <i>adiós</i>, <i>hasta luego</i> and <i>¿qué tal?</i> Understand and give personal information such as hobbies and sports liked and disliked, clothing worn. Be able to follow a model to ask and answer a variety of questions. 	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Use prior knowledge of phonemes taught in years 3-5 and apply these to new language. Know and apply the rules for silent letters such as 'h'. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs. Be able to ask for and tell the time. Understand and describe one's daily routine. Be able to ask for and understand directions in a town. Be able to buy food in a shop and café and understand prices. Be able to follow a model to ask and answer a variety of questions such as what time it is, to ask for food in a shop and cafe.

MFL PROGRESSION



	<p>+ a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <ul style="list-style-type: none"> • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i>, <i>porque</i> and <i>pero</i> in sentences. • Be able to give reasons for opinions. • Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information such as personal details and opinions with reasons in pairs, groups and to the whole class. <p>Be able to present information in the form of an authentic French poem memorised and performed.</p>	<ul style="list-style-type: none"> • Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use parts of the verb <i>tener</i> (<i>tengo, tienes, tiene</i> + a noun), parts of the verb <i>être</i> (<i>soy, eres, es</i>), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary. • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>. 	<ul style="list-style-type: none"> • Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use all parts of the verb <i>tener</i>, <i>ser</i> and <i>ir</i>, what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary. • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>. Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information about a famous Spanish city. • Be able to perform a play to an audience.
<p>Reading and Writing</p>	<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders. • Write sentences and short texts from memory or by using writing frames or picture clues if required. Be able to adapt language to create new sentences. • Be able to give personal descriptions of oneself and others and opinions with reasons orally and in writing. <p>Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in Spanish for adjectives.</p>	<ul style="list-style-type: none"> • Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information such as sports and hobbies which the child takes part in and opinions in pairs, groups and to the whole class. • Be able to present this information in the form of a song or rap written and performed. • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories in different tenses using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables. • Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it. • Be able to give personal details and opinions orally and in writing. 	<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories in different tenses using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables. • Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it. • Be able to give details and opinions orally and in writing about houses, bedrooms, towns, directions and food. • Be able to describe houses and know the correct word order in Spanish for adjectives and use comparative language (<i>más que, menos que</i>). • Be able to talk about one's favourite house/ hobby/ subject.

MFL PROGRESSION



		<ul style="list-style-type: none">• Be able to describe the colours of clothing and know the correct word order in Spanish for adjectives.• Be able to use prepositions to say where items are located.	
--	--	--	--



Year 6

Content	Previous year's content	Year 6 content	Subsequent year's content
	<ul style="list-style-type: none"> • Revise opinions • Sports vocabulary • Sports clothing • Verb <i>tener</i> • Negative • Masculine and feminine nouns • Dictionary skills • Preposition <i>para</i> (for) • <i>i</i> phoneme • Weather vocabulary • Hobbies vocabulary • Pets • Traditional tale: The fox and the crow • Christmas in Spain • <i>j, qu</i> phonemes • Verb <i>ser</i> • Dictionary skills • Revise dates, months • Legends • Numbers 32-60 • School subjects • The three wise men • <i>u</i> phoneme • Primary school in Spain • Subject preferences • Telling the time • Reasons • Verb <i>ir</i> • Transport vocabulary • Easter: <i>Los tres magos</i> (three kings) • <i>Silent h</i> phoneme • Easter cards • Items in a classroom • Possessive adjectives (revision and new) • Prepositions • <i>hard c</i> phoneme • Revise <i>ir</i>, key phonemes • The simple future tense • Alphabet • Revision • Assessments 	<ul style="list-style-type: none"> • Revise <i>tener</i> and <i>ser</i> • Questions • Telling the time • Daily routine • Daily routine in other countries • Houses • Rooms in a house • Christmas: toys from around the world • <i>Tener phrases</i> • <i>Puedo</i> + infinitive • Bedroom descriptions • Places in a town • Revise places in town • Revise <i>ir</i> • Directions • Revise food • Buying food • April fool's day • Christmas presents/toys around the world • Numbers 61-100 • Ordering food in a café • Famous Spanish food and menus • The preterite (past) tense • The preterite (past) tense • Revision • Assessments • The Spanish alphabet 	

MFL PROGRESSION



<p>Grammar</p>	<ul style="list-style-type: none"> Project: Day of the dead Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. Know the first, second and third person singular form of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go). Be able to form the near future tense using <i>ir</i> plus an infinitive verb. Be able to form negative sentences using <i>no</i> ... Know the key feature of the word order of adjectives in Spanish. Build sentences using <i>es</i>, <i>aquí hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases. Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives. 	<ul style="list-style-type: none"> Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. Know and be confident in using all forms of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go). Be able to use comparative language (<i>más que</i>, <i>menos que</i>). Be able to form negative sentences using <i>no</i>. Be able to build phrases using <i>puedo</i> plus an infinitive. Build sentences using <i>hay</i> and possessive adjectives. Be able to use the preterite tense to describe actions in the past. Be able to use <i>ir</i> plus an infinitive verb to describe actions in the near future (e.g. <i>voy a jugar</i>). 	<ul style="list-style-type: none"> identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues use accurate grammar, spelling and punctuation.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Learn actions which link to phonemes in Spanish (e.g. e,i and j) Be able to make the phoneme-grapheme link in Spanish. Know and apply the rules for silent letters such as 'h'. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs. Exchange common greetings such as <i>buenos días</i>, <i>hola</i>, <i>adiós</i>, <i>hasta luego</i> and <i>¿qué tal?</i> Understand and give personal information such as hobbies and sports liked and disliked, clothing worn. Be able to follow a model to ask and answer a variety of questions. 	<ul style="list-style-type: none"> Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children stories, songs and videos. Show understanding by joining in, for example with conversations, stories and songs. Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually. Use prior knowledge of phonemes taught in years 3-5 and apply these to new language. Know and apply the rules for silent letters such as 'h'. Be able to say and understand rhymes such as tongue twisters. Listen and join in with stories and songs. Be able to ask for and tell the time. Understand and describe one's daily routine. Be able to ask for and understand directions in a town. Be able to buy food in a shop and café and understand prices. Be able to follow a model to ask and answer a variety of questions such as what time it is, to ask for food in a shop and cafe. 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately transcribe words and short sentences that they hear with increasing accuracy initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation

MFL PROGRESSION



	<ul style="list-style-type: none"> • Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use parts of the verb <i>tener</i> (<i>tengo, tienes, tiene</i> + a noun), parts of the verb <i>être</i> (<i>soy, eres, es</i>), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary. • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>. 	<ul style="list-style-type: none"> • Be able to speak in sentences to say what something is (<i>es</i> + a noun), and use all parts of the verb <i>tener, ser</i> and <i>ir</i>, what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary. • Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>. Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information about a famous Spanish city. • Be able to perform a play to an audience. 	
<p>Reading and Writing</p>	<ul style="list-style-type: none"> • Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings. • Be able to present information such as sports and hobbies which the child takes part in and opinions in pairs, groups and to the whole class. • Be able to present this information in the form of a song or rap written and performed. • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories in different tenses using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables. • Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it. • Be able to give personal details and opinions orally and in writing. 	<ul style="list-style-type: none"> • Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation. • Listen to and interact with stories in different tenses using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate. • Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables. • Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it. • Be able to give details and opinions orally and in writing about houses, bedrooms, towns, directions and food. • Be able to describe houses and know the correct word order in Spanish for adjectives and use comparative language (<i>más que, menos que</i>). • Be able to talk about one's favourite house/ hobby/ subject. 	<ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages – key stage 3 • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

MFL PROGRESSION



	<ul style="list-style-type: none">• Be able to describe the colours of clothing and know the correct word order in Spanish for adjectives. Be able to use prepositions to say where items are located.		
--	--	--	--