

MFL (Spanish) Progression Map

	Y3	Y4	Y5	Y6
Speaking	- Start to speak in Spanish and work on building up memory skills. (A1, A2, Sp1, Sp2, S1, S2) - Repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (A1, A2, Sp1, Sp2, S1, S2) - Build up a bank of core vocabulary that can relate to and re-use in Spanish. (A1, A2, Sp1, Sp2, S1, S2) - Create short, spoken simple sentences integrating 1st person singular of high frequency verbs. <i>Examples include 'My name is...', 'I play the violin', 'I like apples'</i> (A1, A2, Sp1, Sp2, S1, S2) - Recognise and use key spoken everyday useful and relevant language. <i>Key salutations such as 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.</i> (A1, A2) - Engage in short, simple spoken tasks using supported short conversation scaffolds and role-play activities - ask and answer a variety of simple key questions in Spanish: <i>'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.'</i> (A1, A2, Sp1, Sp2, S1, S2) - Start to be able to give a simple positive and/or negative opinion in spoken form. <i>EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'</i> (Sp1, Sp2, S1, S2)	- Build up a larger bank of spoken vocabulary. (A1, A2, Sp1, Sp2, S1, S2) - Recall and recycle more spoken target language easier, more quickly and with greater accuracy. (A1, A2, Sp1, Sp2, S1, S2) - Create longer and more complex spoken sentences within a topic including verbs, adjectives and conjunctions. (Sp2, S1, S2) - Create longer spoken sentences using first person verb conjugations (Sp1, Sp2, S1, S2) - Improve oral fluency and facilitate quicker and more accurate recall of the core language. (A1, A2, Sp1, Sp2, S1, S2) - Develop and expand upon the spoken phrases regarding personal details (<i>name, age, where I live</i>), <i>colours, months of the year, days of the week etc.</i> (Sp2, S1, S2) - Engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. (Sp2, S1, S2) - Give a simple opinion in spoken form with natural fluency and quick recall. (Sp2, S1, S2) - Continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning/ recalling from memory songs and raps. (A1, A2, Sp1, Sp2, S1, S2)	- Continual exposure to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. (A1, A2, Sp1, Sp2, S1, S2) - Use personal details and core key phrases frequently in combination with the extra new language taught. (A1, A2, Sp1, Sp2, S1, S2) - Develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. (A1, A2, Sp1, Sp2, S1, S2) - Recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles. (A1, A2, Sp1, Sp2, S1, S2) - Speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. (A1, A2, Sp1, Sp2, S1, S2) - Manipulate language and learn that language is transferable from topic to topic. (A1, A2, Sp1, Sp2, S1, S2)	- Engage in longer conversations on a much wider range of topics - accurately and easily use transferable language along with the new vocabulary. (A1, A2, Sp1, Sp2, S1, S2) - Recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different units. (A1, A2, Sp1, Sp2, S1, S2) - Express more personalised ideas and meaning. (A1, A2, Sp1, Sp2, S1, S2) - Start to move from speaking in the 1st person singular (<i>speaking about themselves</i>) to 3rd person singular (<i>speaking about someone else</i>) or 3rd person plural (<i>speaking about groups of other people</i>). (Sp1, Sp2, S1, S2) - Quickly and easily, use and give a variety of positive and negative opinions in spoken form. (A1, A2, Sp1, Sp2, S1, S2) - Learn vocabulary skills that will enable them to include a justification for their opinion (A1, A2, Sp1, Sp2, S1, S2) - Explore, understand and mimic the patterns of sound and language. (A1, A2, Sp1, Sp2, S1, S2)

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Listening	- Listen to short, familiar stories and songs in the foreign language. (A1, A2, Sp1, Sp2, S1, S2) - Understand very short passages of spoken language. <i>The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with.</i> (S1, S2) - Match language heard to images and/or words that have been taught. (A1, A2, Sp1, Sp2, S1, S2)	- Listen to stories they will be familiar with in English but in the foreign language. (A1, A2, Sp1, Sp2, S1, S2) - Complete storyboards and mind-mapping exercises based on what they hear to evidence the development of their listening skills. (Sp1, Sp2, S1, S2) - Listen for longer periods and begin to understand very short passages of spoken language, with more new language weaved in. (A1, A2, Sp1, Sp2, S1, S2) - Use and understand better what they hear to complete the tasks set. (A1, A2, Sp1, Sp2, S1, S2)	- Appreciate familiar stories and songs in the foreign language, understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. (A1, A2, Sp1, Sp2, S1, S2) - Listen for much longer periods of time and more frequently during lessons. (A1, A2, Sp1, Sp2, S1, S2) - Understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. (A1, A2, Sp1, Sp2, S1, S2)	- Be exposed to much more authentic foreign language material to listen to. <i>This material is delivered at near native speed and covers a much wider range of topics.</i> (A1, A2, Sp1, Sp2, S1, S2) - Use and understanding better what they hear and use their skills to “gist” listen to unknown target Language to complete the tasks set. (A1, A2, Sp1, Sp2, S1, S2)

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Reading	- Gist read by “hunting” for key words - through puzzles and word searches. (A1, A2, Sp1, Sp2, S1, S2) - Identify cognates and start to learn how to decode written text presented. (Sp2, S1, S2) - Read short passages of text based on the units studying and be able to understand most of what is read. (A1, A2, Sp1, Sp2, S1, S2)	- Decode passages of text presented by finding familiar language, applying knowledge to language less familiar and learning to use a dictionary to understand new language new. (A1, A2, Sp1, Sp2, S1, S2) - Improve and develop reading skills further by tackling and understanding longer passages of written text in the foreign language. (A1, A2, Sp1, Sp2, S1, S2)	- Read longer and more authentic passages of text, with more unfamiliar language and cover a wider range of themes. (Sp1, Sp2, S1, S2) - Become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. (A1, A2, Sp1, Sp2, S1, S2)	- Read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). (Sp1, Sp2, S1, S2) - Complete reading tasks containing more complicated and, at times, unknown/unseen language from other themes and topics. (Sp1, Sp2, S1, S2)

Writing	Y3	Y4	Y5	Y6
	- Develop writing skills in Spanish by filling in missing letters with relative accuracy for vocabulary (A1, A2, Sp1, Sp2, S1, S2) - Attempt to spell and write some simple words and vocabulary from memory. (A1, A2, Sp1, Sp2, S1, S2) - Attempt to write a short simple sentence with an article, noun and verb. (Sp1, Sp2, S1, S2) - Challenge themselves in Spanish through attempting translations. (A1, A2, Sp1, Sp2, S1, S2)	- Start writing full sentences with increased ease and improved accuracy. (A1, A2, Sp1, Sp2, S1, S2) - Have developed writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. (A1, A2, Sp1, Sp2, S1, S2) - Create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. (A1, A2, Sp1, Sp2, S1, S2) - Write a short text or email in the foreign language (Sp2) - applying their knowledge of correct word order in Spanish. (A1, A2, Sp1, Sp2, S1, S2) - Ensure grammatical accuracy and awareness in written work. Such as, the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. - To write about themselves in more detail using full sentences. (Sp2) - Write positive and negative statements. (Sp1, Sp2, S1, S2) - Use a dictionary to double-check the spelling and meaning of new or unknown language to be used in their written tasks. (A1, A2, Sp1, Sp2, S1, S2)	- Create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...' (Sp1, Sp2, S1, S2) - Translate short sentences from the foreign language into English with high accuracy and from English into Spanish. (A1, A2, Sp1, Sp2, S1, S2) - Start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Write longer passages of foreign language text including nouns, articles and verbs but now adding adjectives, opinions and justifications. <i>Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</i> (A1, A2, Sp1, Sp2, S1, S2) - Make written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. (A1, A2, Sp1, Sp2, S1, S2)	- Use a dictionary with more ease and frequency to double check spelling or research language used in written tasks. (A1, A2, Sp1, Sp2, S1, S2) - Write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). (Sp1, Sp2, S1, S2) - Translate longer sentences and short passages from Spanish into English with high accuracy and from English into the Spanish with good accuracy (A1, A2, Sp1, Sp2, S1, S2) - Use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. (A1, A2, Sp1, Sp2, S1, S2) - Start to use transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. (A1, A2, Sp1, Sp2, S1, S2) - Combine old and new language to demonstrate the development and progression of grammatical awareness and writing skills. (A1, A2, Sp1, Sp2, S1, S2) - Describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy (A2, S1, S2)

Grammar	Y3	Y4	Y5	Y6
	- Understand the concept of gender. (A1, A2) - Start to understand the concept of nouns and articles. (A1, A2) - Have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play. (Sp1, Sp2, S1, S2)	- Understand better the use of the possessives, first person and possibly other forms too. (A1, A2, Sp1, Sp2, S1, S2) - Understand better the concept of adjectives - that adjectives change depending on the gender and plurality of the noun. (A1, A2, Sp1, Sp2, S1, S2) - Learn how to use conjunctions / Connectives. Improve sentence structure and length by learning to use simple conjunctions like “and” and “but”. (Sp2)	- Understand better the use of the negative form - how to change something from the positive into the negative. (Sp1, Sp2, S1, S2) - Introduce the concept of whole regular verb. (Sp1, Sp2, S1, S2)	- Use opinions and justifications. (Sp1, Sp2) - Give a variety of positive and negative opinions i.e. what subjects they like/dislike and why. (S1, S2) - Be introduced to the concept of whole irregular verb conjugation. (Sp1, Sp2, S1, S2) - Explore the verb ‘to go’ but also exploring other verbs like ‘to have’ and ‘to be’ in the irregular verb unit. (S1, S2)

Key Vocab	Y3	Y4	Y5	Y6
	See Vocabulary Lists for Topics: - I’m Learning Spanish - Little Red Riding Hood - Animals - Ancient Britain - I Know How - Icecreams	See Vocabulary Lists for Topics: - Seasons - Musical Instruments - Fruit - Vegetables - The class - Goldilocks and the three bears	See Vocabulary Lists for Topics: - Regular Verbs - Presenting Myself - The Date - What is the weather? - Tudors - Clothes	See Vocabulary Lists for Topics: - Irregular Verbs - The Family - The Planets - Word War II - Do you have a pet? - Healthy Lifestyles