

## MFL (Spanish) Progression Map

	Year 3	Year 4	Year 5	Year 6
<b>SPEAKING AND LISTENING</b>				
<b>1</b>	Join in with rhymes, songs and simple stories	Have a short conversation saying 3-4 things and begin to speak in sentences	Refer to everyday activities and interests when I talk and use repair strategies to keep a short conversation going (e.g. request a repeat or definition or use non-verbal communications such as facial expressions etc).	Participate in a conversation with at least 4 exchanges by asking questions, responding to others, expressing opinions and seeking help using accurate pronunciation and intonation.
<b>2</b>	Name and describe a place or person	Say what I like or dislike about a familiar topic.	Deliver a short presentation on a familiar topic using a model	Give a presentation in a clear audible voice demonstrating an understanding of the importance of intonation accurate pronunciation in making my meaning clear
<b>3</b>	Recognise question forms and give a response using a word or short phrase.	Use generally accurate pronunciation to ask and answer who? what? and where? questions	Generate questions about the topics I have covered	Ask and answer questions beginning who? What? When? Where? Why and How?
<b>4</b>	Understand instructions, everyday classroom language and praise words.	Identify and note the main points of a short spoken passage	Identify and note the main points and specific details in longer spoken passages	Identify and note the main points, specific details and opinions in longer spoken passages
<b>READING</b>				
<b>5</b>	Read aloud a familiar sentence, rhyme or poem in unison.	Read a short passage independently	Read a text (fiction or non-fiction) and glean meaning from it e.g. say what it is about and identify key words/phrases	Read and understand a short story or factual text and explain the main points and some smaller details
<b>6</b>	Read and understand a sentence using familiar language	Use a bi-lingual glossary or dictionary to understand new words.	Use context and dictionaries to work out unfamiliar words when reading	Apply knowledge of word order and sentence construction to support understanding of written text
<b>WRITING</b>				
<b>7</b>	Write some familiar words and phrases accurately using a model	Write two or three short sentences on familiar topics using a model	Understand how a simple sentence is written and write meaningful sentences on familiar topics from memory	Apply knowledge of words and text conventions to build meaningful sentences when writing a short text of 4-5 sentences.
<b>8</b>	Label a picture/diagram writing words from memory	Write words and short phrases from memory with comprehensible spelling	Manipulate language by changing a single element in a sentence e.g. adapt and substitute simple words and phrases in written work	Use negative statements and conjunctions and, but, so, because ( <i>y/pero/asi que, porque</i> ) to add detail and description to written work.
<b>PHONICS</b>				
<b>9</b>	Recognise how sounds are represented in written form and identify specific sounds, phonemes and words.	Use phonic knowledge to support accurate pronunciation	Use phonic knowledge to support accurate pronunciation and writing of simple words and phrases	Use phonic knowledge, including sound and word patterns, to support accurate pronunciation and writing of simple words and phrases

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GRAMMAR				
<b>10</b>	Recognise and use conjunctions 'and' and 'but' ( <i>y/pero</i> )	Recognise and apply simple agreements (e.g. nouns/gender, plural, singular)	Notice and manipulate agreements (e.g. number, gender, adjective/noun)	Recognise and use masculine and feminine nouns
<b>11</b>	Recognise and use the two forms of the verb 'to play' ( <i>tocar</i> and <i>jugar</i> )	Recognise categories of words (e.g. colours) and word classes (nouns, verbs, adjectives).	Demonstrate accurate use of the verbs 'to be' ( <i>ser</i> ) and 'to have' ( <i>tener</i> )	Recognise and use 1st, 2nd and 3rd person singular forms of familiar verbs ( <i>yo, tu, el, ella, usted</i> )



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