



# Holy Family MFL Progression



Topic Overview (Spanish)						
	Grammar	Understand and respond	Speaking	Reading	Writing	Cultural Understanding
Year 1			<p>To understand familiar spoken words and phrases</p> <p>To respond to questions e.g. What is your name? How old are you? How are you?</p>			
Year 2			<p>To understand familiar spoken words and phrases</p> <p>To respond to questions e.g. What's your name? How old are you? How are you?</p> <p>To sing the story of The Very Hungry Caterpillar</p>	<b>PHONICS: VOWELS</b>	<p>To copy words accurately.</p> <p>To write words accurately.</p> <p>(Create their own story books about themselves, adapted version of El Pintor que pinto un caballo azul.)</p>	<p>To learn about the Spanish tooth fairy ie el raton – The mouse who takes the tooth away!</p>



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Year 3	<u>GRAMMAR</u>	<u>UNDERSTANDING/RESPONDING</u>	<u>SPEAKING</u>	<u>READING</u>	<u>WRITING</u>	<u>INTERCULTURAL UNDERSTANDING</u>
	<p>To know that <b>nouns</b> are masculine or feminine</p> <p>To know and use that un=a/an for <b>masculine singular nouns</b></p> <p>To know and use that una=a/an for <b>feminine singular nouns</b></p> <p>To recognise <b>definite articles</b> el la =the</p> <p>To know how to make regular nouns <b>plural</b></p> <p>To identify <b>adjective</b> and noun position</p> <p>To use singular masculine adjectives eg colours</p> <p>To use plural masculine adjectives correctly</p> <p>To use <b>high frequency verb</b> forms confidently:</p> <p><b>I have=tengo</b></p> <p><b>It is = es</b></p> <p><b>They are =son</b></p>	<p>To know the meanings of words and phrases</p> <p>To match the word heard to a picture/object/person etc</p> <p>Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>Can follow along and repeat key words from a song, rhyme or poem.</p> <p>Can recall key phonics words (and gestures), and read them aloud with good pronunciation.</p>	<p>To understand familiar spoken words and phrases</p> <p>To respond to questions e.g. What's your name?</p> <p>How old are you?</p> <p>How are you? (depending on topic)</p> <p>To say or repeat familiar words and short phrases</p> <p>Can ask and answer simple pre-learned questions from memory.</p> <p><i>May be restricted to a couple of topics covered in class.</i></p> <p><i>May not understand the formation of questions and answers.</i></p> <p>Can indicate that there is a problem using a pre-learned phrase.</p> <p>Can repeat and say familiar words and short simple phrases,</p>	<p>To identify the meaning of words and phrases to an object/picture/person</p> <p>To recognise and read out a few familiar words and phrases</p> <p>Can use a word list to locate specific words.</p> <p>Can use the visual cues and context to follow the gist of a short text.</p> <p>To notice sounds in words</p> <p>CI / CE – “th”</p> <p>GI / GE / J – “ch” as in “loch”</p> <p>H – silent</p> <p>LL - extra letter, pronounced as a cross between English J and English Y</p> <p>Ñ – extra letter, like English N followed by English Y</p> <p>Q - like English K in “keep”</p> <p>R – rolled</p> <p>V – slightly more like an English “B” than our “V”</p> <p>Z – “th”</p>	<p>To copy words accurately.</p> <p>To write words accurately.</p> <p>To write symbols accurately.</p> <p>To be aware that symbols can exist eg accents, tilde, and know what they do.</p>	<p>To know that different languages are spoken by children in school</p> <p>To identify social conventions both at home and in other cultures</p> <p>to make indirect or direct contact with a Spanish speaking country</p> <p>to locate the countries where Spanish is spoken</p>



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	<p><b>There is/there are=hay</b></p> <p><b>To use conjunctions:</b></p> <p><b>and=y</b></p> <p><b>but=pero</b></p> <p><b>also= tambien</b></p>		<p>using understandable pronunciation.</p>			
<p><b>Year 4</b></p>	<p><b><u>GRAMMAR</u></b></p> <p>To use the indefinite article in singular and plural nouns</p> <p>To use the definite article in both singular and plural nouns</p> <p>To know the position of the adjective when describing a noun</p> <p>To make the adjectives agree with both singular and plural nouns</p> <p>To make questions</p> <p>To make a simple negative</p> <p>To use 3<sup>rd</sup> person tiene (tener) and está (estar)</p> <p>To make plural nouns including some irregular nouns eg lapices (lapiz)</p>	<p><b><u>UNDERSTANDING/RESPONDING</u></b></p> <p>To understand a range of familiar spoken phrases eg classroom instructions</p> <p>Pupils may need things repeated</p>	<p><b><u>SPEAKING</u></b></p> <p>To ask and answer simple questions</p> <p>To give basic information in responses</p> <p>To use simple negative statements</p> <p>To take part in a simple conversation showing improved pronunciation</p> <p>To observe social conventions when speaking to someone ie formal and informal greetings YOU usted tu</p>	<p><b><u>READING</u></b></p> <p>Can read and understand a range of familiar written phrases</p> <p>Can identify the overall type of text from its lay-out, contextual cues and a few familiar words.</p> <p>Can use a word list (or dictionary or online resource) to check the spelling of a word.</p>	<p><b><u>WRITING</u></b></p> <p>To write simple phrases accurately using a writing frame or scaffold</p>	<p><b><u>INTERCULTURAL UNDERSTANDING</u></b></p> <p>To know about festivals in Spanish speaking countries</p> <p>To learn about everyday life and compare with our own</p> <p>To know how we travel to Spanish speaking countries</p>



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Year 5	<b><u>GRAMMAR</u></b>	<b><u>UNDERSTANDING/</u></b>	<b><u>SPEAKING</u></b>	<b><u>READING</u></b>	<b><u>WRITING</u></b>	<b><u>INTERCULTURAL</u></b>
	<b><u>RESPONDING</u></b>	<b><u>UNDERSTANDING</u></b>	<b><u>UNDERSTANDING</u></b>	<b><u>UNDERSTANDING</u></b>	<b><u>UNDERSTANDING</u></b>	<b><u>UNDERSTANDING</u></b>
	<p>Can use the definite article with verbs of like / dislike.</p> <p>Can correctly omit the definite article e.g. when talking about what you eat or drink.</p> <p>Can use the definite article correctly with verbs of sport.</p> <p>Can agree adjectives for number and gender after because it is/they are.</p> <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p> <p>Can use the days of the week in sentence formation.</p>	<p>Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Can join in with familiar short songs, rhymes or poems, or parts of them.</p> <p>Can write high-frequency familiar words from his/her oral vocabulary when s/he hears them spoken slowly and clearly, with understandable spelling.</p>	<p>Can ask and answer simple questions on the current topic.</p> <p>Can adapt models successfully to give own information, including simple opinions, substituting individual words.</p> <p>Can use several short phrases and questions in predictable classroom interaction.</p>	<p>Can understand familiar words and very simple sentences, for example on notices and posters.</p> <p>Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.</p> <p>Can use alphabetical order confidently.</p> <p>Can recognise and use the main dictionary codes for nouns.</p> <p>Can find the meanings of new nouns.</p> <p>Can appreciate that there may be more than one entry for each word.</p>	<p>Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)</p>	<p>To look at further aspects of everyday life in Spanish speaking countries</p> <p>To look at similarities and differences</p> <p>To compare symbols, objects of products which represent their own culture with those of another country</p>



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	<u>GRAMMAR</u>	<u>UNDERSTANDING/</u> <u>RESPONDING</u>	<u>SPEAKING</u>	<u>READING</u>	<u>WRITING</u>	<u>INTERCULTURAL</u> <u>UNDERSTANDING</u>
Year 6	<p><b>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</b></p> <p>Can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Can agree adjectives for number and gender after because it is/they are, but still makes errors.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Can use subordinating connectives (if, because) and some may be able to use 'which'.</p>	<p>Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.</p>	<p><b><u>Interaction:</u></b></p> <p>Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>Can use a repertoire of classroom language with teacher and peers.</p> <p><b><u>Production:</u></b></p> <p>Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</p> <p>Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</p>	<p>Can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.</p>	<p>Can write individual words accurately, building them from written syllables.</p> <p>OR</p> <p>Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p>	<p>To compare attitudes towards aspects of everyday life</p> <p>To recognise and understand some of the differences between people</p> <p>To present information about an aspect of culture</p>



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n 1							
A u t u m n 2							
S p r i n g 1							
S p r i n g 2							
S u m m e r 1							



