



## Subject: MFL Progression Plan

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>Understand a few familiar spoken words and phrases e.g.</p> <ul style="list-style-type: none"> <li>➤ teacher's instructions</li> <li>➤ days of the week</li> <li>➤ a few words in a song</li> <li>➤ colours</li> <li>➤ numbers</li> </ul>	<p>Understand a range of familiar spoken phrases e.g.</p> <ul style="list-style-type: none"> <li>➤ basic phrases concerning myself, my family and school</li> </ul> <p>Respond to a clear model of language</p> <p>Listen to stories where part of the vocabulary is known.</p>	<p>Understand the main points from a spoken passage made up of familiar language e.g.</p> <ul style="list-style-type: none"> <li>➤ short rhyme or song</li> <li>➤ basic telephone message</li> <li>➤ weather forecast</li> </ul>	<p>Understand the main points and some of the detail from a short spoken passage e.g.</p> <ul style="list-style-type: none"> <li>➤ sentences describing what people are wearing</li> <li>➤ an announcement</li> </ul>
<b>Speaking</b>	<p>Say and/or repeat a few words and short simple phrases e.g.</p> <ul style="list-style-type: none"> <li>➤ what the weather is like</li> <li>➤ naming classroom objects</li> </ul> <p>Know how to pronounce some single letter sounds.</p> <p>Imitate correct pronunciation with some success.</p>	<p>Ask and answer simple questions e.g.</p> <ul style="list-style-type: none"> <li>➤ taking part in an interview/survey about pets/favourite food</li> <li>➤ talking to a friend about hobbies</li> </ul> <p>Talk about personal interests.</p> <p>Know how to pronounce some letter strings.</p>	<p>Know how to pronounce all single letter sounds.</p> <p>Show an awareness of sound patterns.</p> <p>Be clearly understood.</p> <p>Ask and answer simple questions e.g.:</p> <ul style="list-style-type: none"> <li>➤ taking part in an interview/survey about pets/favourite food</li> <li>➤ talking to a friend about hobbies</li> <li>➤ Talk about personal interests</li> </ul>	<p>Take part in a simple conversation.</p> <p>Express an opinion.</p> <p>Pronounce a range of letter strings.</p> <p>Begin to understand how accents change letter sounds.</p> <p>Can substitute items of vocabulary to vary questions or statements.</p> <p>More accurate pronunciation and intonation.</p>
<b>Reading</b>	<p>Recognise and reason out a few familiar words or phrases e.g.:</p> <ul style="list-style-type: none"> <li>➤ from stories and rhymes</li> <li>➤ labels on familiar objects</li> <li>➤ the date</li> </ul>	<p>Understand some familiar written phrases e.g.:</p> <ul style="list-style-type: none"> <li>➤ simple weather phrases</li> <li>➤ basic descriptions of objects</li> </ul>	<p>Understand the main point(s) from a short written text e.g.:</p> <ul style="list-style-type: none"> <li>➤ simple messages on a postcard/in an email</li> </ul>	<p>Begin to read independently.</p> <p>Use a bilingual dictionary to look up new words.</p>

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	Use visual clues to help with reading phrases.		Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.	
<b>Writing</b>	<p>Write or copy simple words and/or symbols correctly such as personal information e.g.</p> <ul style="list-style-type: none"> <li>➤ age</li> <li>➤ numbers</li> <li>➤ colours</li> <li>➤ objects</li> </ul> <p>Select appropriate words to complete short phrases or sentences</p>	<p>Write one or two short sentences with support such as a model or fill in the words on a simple form e.g.</p> <ul style="list-style-type: none"> <li>➤ shopping list</li> <li>➤ holiday greetings by email or postcard</li> </ul> <p>Begin to spell some commonly used words correctly.</p>	<p>Write a few short sentences with support using language already learnt e.g.:</p> <ul style="list-style-type: none"> <li>➤ postcard</li> <li>➤ simple note or message</li> <li>➤ identity card</li> </ul> <p>Spell words that are readily understandable.</p>	<p>Write a short text on a familiar topic, adapting language already learnt.</p> <p>Spell commonly used words correctly.</p>
<b>Intercultural understanding</b>	<p>Understand and respect that there are people and places in the world that are different to where they live.</p> <p>Understand that some people speak a different language to their own.</p>	<p>Identify similarities and differences in their culture to that of another.</p> <p>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to their own.</p>	<p>Respect and understand cultural diversity.</p> <p>Understand how symbols, objects and pictures can represent a country.</p>	<p>Talk about, discuss and present information about a particular country's culture.</p> <p>Begin to understand more complex issues which affect countries in the world today e.g. poverty, famine, religion and war.</p>
<b>Half Termly Coverage</b>	<p>The overall curriculum plan for KS2 Spanish has the following design:</p> <ul style="list-style-type: none"> <li>• <b>Time allocation (realistic yet optimal)</b> <ul style="list-style-type: none"> <li>◦ 60 minutes per week in total</li> <li>◦ a 30-minute lesson</li> <li>◦ five mini follow ups (4 of 5 minutes, 1 of 10 minutes)</li> </ul> </li> <li>• <b>The three strands</b> <ul style="list-style-type: none"> <li>◦ phonics and grammar repeat in Y3 &amp; 4 and then again in Y5 &amp; 6</li> <li>◦ vocabulary varies (so that lessons themselves are different)</li> </ul> </li> <li>• <b>Structure (4-year consecutive or 2-year rolling)</b> <ul style="list-style-type: none"> <li>◦ the repetition of phonics and grammar content together with the variation in vocabulary makes it possible for the years Rojo and Amarillo to be completed in either order, and the same for Azul and Verde</li> </ul> </li> </ul> 		<p>The overall curriculum plan for KS2 Spanish has the following design:</p> <ul style="list-style-type: none"> <li>• <b>Time allocation (realistic yet optimal)</b> <ul style="list-style-type: none"> <li>◦ 60 minutes per week in total</li> <li>◦ a 30-minute lesson</li> <li>◦ five mini follow ups (4 of 5 minutes, 1 of 10 minutes)</li> </ul> </li> <li>• <b>The three strands</b> <ul style="list-style-type: none"> <li>◦ phonics and grammar repeat in Y3 &amp; 4 and then again in Y5 &amp; 6</li> <li>◦ vocabulary varies (so that lessons themselves are different)</li> </ul> </li> <li>• <b>Structure (4-year consecutive or 2-year rolling)</b> <ul style="list-style-type: none"> <li>◦ the repetition of phonics and grammar content together with the variation in vocabulary makes it possible for the years Rojo and Amarillo to be completed in either order, and the same for Azul and Verde</li> </ul> </li> </ul> 	

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Vocabulary	Autumn Term			Spring Term			Summer Term		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
	<p>Half-term 1: <b>Describing me and others</b></p> <p>Half-term 2: <b>Saying what I and others have</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p><b>Vocabulary:</b> adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p><b>Grammar:</b> estar (singular) for location &amp; temporary state, ser (singular) for permanent traits &amp; origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>	<p>Half-term 1: <b>Saying what I and others do</b></p> <p>Half-term 2: <b>Saying how many and describing things</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are:</p> <p><b>Vocabulary:</b> verbs and nouns to describe a range of activities, numbers 1-12,</p> <p><b>Grammar:</b> -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>	<p>Half-term 1: <b>Describing things and people</b></p> <p>Half-term 2: <b>Expressing likes and saying what I and others do</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are:</p> <p><b>Vocabulary:</b> adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months</p> <p><b>Grammar:</b> revisit hay, regular plural marking on nouns (-es), revisit definite articles &amp; adjective agreement, plural definite articles, using amarlodiar + definite article, revisit intonation question</p>	<p>Half-term 1: <b>Describing me and others</b></p> <p>Half-term 2: <b>Saying what I and others have</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p><b>Vocabulary:</b> adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p><b>Grammar:</b> estar (plural) for location &amp; temporary state, ser (plural) for permanent traits &amp; origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>	<p>Half-term 1: <b>Saying what I and others do</b></p> <p>Half-term 2: <b>Saying where you are going and what there is there</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p><b>Vocabulary:</b> verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p><b>Grammar:</b> -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>	<p>Half-term 1: <b>Saying what activities I and others do</b></p> <p>Half-term 2: <b>Saying what I and others like/dislike, want and have to do</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p><b>Vocabulary:</b> words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p><b>Grammar:</b> hacer (singular/plural), jugar (singular/plural), two-verb structures - amarlodiar, querer   deber   poder (singular) + infinitive, revisit intonation and WH- questions</p>			

### Year 3

#### A Year 3 International Speaker should:

- join in with songs and rhymes
- respond to a simple command
- answer with a single word
- answer with a short phrase
- ask an appropriate question
- name people, places and objects
- choose the right word to complete a phrase or a short sentence
- use set phrases
- read, write and understand single words
- read, write and understand short phrases
- use simple dictionaries to find the meaning of words
- write single words correctly
- label a picture



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### Year 4

#### **A Year 4 International Speaker should:**

- name and describe people
- name and describe a place
- name and describe an object
- have a short conversation saying 3-4 things
- give a response using a short phrase
- start to speak in sentences
- read and understand a short passage using familiar language
- explain the main points in a short passage
- read a passage independently
- write phrases from memory
- listen to a story with some familiar vocabulary

### Year 5

#### **A Year 5 International Speaker should:**

- hold a simple conversation with at least 4 exchanges
- use their knowledge of grammar to speak correctly
- use a bilingual dictionary or glossary to look up words
- understand a paragraph of text and answer questions on the main points
- write sentences using learned vocabulary and grammar

### Year 6

#### **A Year 6 International Speaker should:**

- speak on a topic using at least 3 sentences
- use their knowledge of grammar to speak correctly
- understand a short story or factual text and note the main points
- use the context to work out unfamiliar words
- use a bilingual dictionary to find new vocabulary
- write a paragraph of 4-5 sentences
- substitute words and phrases



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