



Progression of Skills in MFL					
		Y3	Y4	Y5	Y6
Reading					
L1	Listen attentively and show understanding by joining in and responding	Respond confidently to greetings, register, classroom instructions and phonics.	Ask and answer confidently questions about birthdays, ages, dates, times, time tables and simple calculations.	Understand and respond to specific range of classroom instructions. Understand essential likes/dislikes relating to food and sports. Understand and respond to movement instructions.	Understand a range of spoken opinions heard in sentences and short texts. Identify positive/negative opinions and pick out details from short texts.
L2	Link the spelling, sound and meaning of words	Apply phonics knowledge: recognise cognates and develop cognate pronunciation, spelling predictions	Develop phonics knowledge and confidence through rhymes, songs, stories	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge
Speaking					
S1(a)	Ask and answer questions	Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal) ¿Qué es? What is it? Es un/una... It is a... ¿Qué son? What are they? ¿Cómo te llamas? What is your name? Me llamo..... My name is...	Ask / answer questions about birthdays, ages, dates, times, simple maths Cómo se dice ... en español? How do you say...in Spanish ¿Cómo se escribe? How do you spell that? ¿De qué color es / son.. ?	Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things ¿Qué hora es? What time is it? ¿A qué hora desayunas/...? What time do you have breakfast/ ...? ¿Qué desayunas/...?	Ask / answer about: likes and dislikes on a range of topics opinions on a variety of things what the weather is like why places/events are well-known /main details about particular festivals



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		<p>¿Cómo estás? <i>How are you?</i> ¿Cuántos años tienes? <i>How old are you?</i> ¿Qué tienes en ...? <i>What do you have in...?</i> ¿Tienes un/una...? <i>Do you have a...?</i></p> <p>¿Es una.... o un ...? <i>Is it a... or a ...?</i> ¿Cuál (de los animales) es? <i>Which (of the animals) is it?</i> ¿Cuál es tu animal favorito? <i>Which is your favourite animal?</i> ¿Qué ves? <i>What do you see?</i></p>	<p><i>What colour is /are ...?</i> ¿Cuántos ... hay? <i>How many... are there?</i> ¿Qué día es (hoy)? <i>What day is it (today)?</i> ¿Qué fecha es (hoy)? <i>What date is it (today)?</i> ¿Cuándo es tu cumpleaños? <i>When is your birthday?</i> ¿Cómo se llama? <i>What is he/she called?</i> ¿Tienes..? <i>Do you have..?</i></p>	<p><i>What do you have for breakfast/...?</i> ¿Cómo se pronuncia? <i>How do you pronounce?</i> ¿Qué deportes sabes practicar? <i>What sports can you play?</i> ¿Qué instrumento tocas/sabes tocar? <i>What instrument do you play/ can you play?</i></p>	<p>¿Qué tiempo hace? <i>What's the weather like?</i> ¿De qué color es ...? <i>What colour is ...?</i> ¿Por qué es ... ? <i>Why is ... ?</i> ¿Qué hay en ...? <i>What is there in ..?</i> ¿Cuándo es? <i>When is it?</i> ¿Cuántos? <i>How many...?</i> ¿Dónde está? <i>Where is it?</i> ¿Qué lleva la gente? <i>What do people wear?</i> ¿Qué hay...? <i>What is/are there...?</i></p>
S1(b)	Express opinions and respond to those of others		<p>En mi opinion... <i>In my opinion...</i> Pienso que... <i>I think that...</i></p>	<p>¿Te gusta...? <i>Do you like...?</i> ¿Qué te gusta comer/beber/...? <i>What do you like eating / drinking/...?</i> ¿Qué prefieres? <i>What do you prefer?</i> ¿Por qué te gusta..? <i>Why do you like..?</i></p>	<p>¿Te gusta...? <i>Do you like...?</i> ¿Por qué te gusta..? <i>Why do you like..?</i> ¿Qué opinas de...? <i>What do you think of...?</i></p>
S1©	Ask for clarification and help	<p><i>Signal a problem:</i> Señor(a), tengo un problema</p>	<p><i>Signal a problem:</i> Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?</p>	<p><i>Signal a problem:</i> Señor(a), tengo un problema</p>	<p><i>Signal a problem:</i> Señor(a), tengo un problema</p>



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				<p><i>Ask for help and give a detail:</i> ¿Puede ayudarme con ...(número 2, el texto, el diccionario)?</p> <p><i>Ask for other things:</i> ¿Puedo trabajar con Josh?</p>	<p><i>Ask for help and give a detail:</i> ¿Puede ayudarme con ...(número 2, el texto, el diccionario)?</p> <p><i>Ask for other things:</i> ¿Puedo trabajar con Josh?</p>
S2	<p>Speak in sentences</p>	<p>Use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences.</p> <p><i>Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop.</i></p>	<p>Use these sentence structures: Mi cumpleaños es el...de.. Son las dos – es la una Hoy es el ...de... Ayer fue el...de... - Mañana será el ...de... Empieza a las... Termina a las... Es / No es Tiene / No tiene Hay / No hay</p>	<p>Say what sports you play using 'Juego al' or 'Practico el/la' and when you do it, E.g. Los lunes juego al fútbol' Express opinions in sentences using ' me gusta(n)' and 'me encanta(n), Give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives'</p> <p>Say what you eat and drink and when Say how you know how to do something using Sé E.g Sé practicar el esqui'</p>	<p>Express opinions in sentences using ' me gusta(n)' and 'me encanta(n), give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Use the 3rd person of key verbs to say what happens at different festivals</p>
S3	<p>Describe people, places, things and actions orally (to a range of audiences)</p>	<p>Describe animals with colours Choral re-telling of stories, pair work, group work</p>	<p>Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others</p>	<p>Describe actions: eating / drinking at different times, playing sports and instruments</p>	<p>Describe the key geographical features of Spain Describe where things are Describe the key features of famous festivals</p>



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Reading					
R1	read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences, identify if simple phrases are true or false	Reading and understanding details e.g. birthday invitations, diary entries and lists	Read short texts and answer questions to show understanding	Complete gap-fill activities Do activities with adjectival agreement
R2	appreciate stories, songs, poems and rhymes in the language	Join in confidently with songs, games, stories, video clips/episodes, tongue twisters	Join in confidently with songs, games, stories, video clips/episodes, tongue twisters	Join in confidently with songs, games, stories, video clips/episodes, tongue twisters	Join in confidently with songs, games, stories, video clips/episodes, tongue twisters Film clips on traditional Spanish festivals
R3	read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud Read and add questioning intonation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud Read and add questioning intonation	Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map
R4	understand new words that are introduced into familiar written material	Stories, rhymes, songs, videos with language beyond level of active production	Stories, rhymes, songs, videos with language beyond level of active production E.g. Birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary		Adjectives of reasons to support opinions, using 'porque' to provide reasons, language for countries, locations, directions
R5	use a dictionary		Dictionary skills: Begin to	Dictionary skills:	Use a dictionary to research new nouns and adjectives



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			1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	and use them actively in sentences with some degree of accuracy
Writing					
W1	write words and phrases from memory	Write simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. Write individual words from memory.	Write short exclamations and questions with from memory with correct position of punctuation marks in questions and exclamations, (e.g. in response to video clips, Duolingo stories,...) Write short sentences from memory with accurate spelling.	Write sentences from short-term memory with accurate spelling. (e.g about what you eat when, and what sports you do when, and what instruments you can play?)	Write sentences from short-term memory with confidence and accurate spelling.
W2	adapt phrases to create new sentences	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using a story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).	Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party/ to do list	Adapt short text about someone else's sports / freetime to write a short text about own free time.	Write a holiday postcard, adapting a model.
W3	describe people, places, things and actions in writing	Describe animals with colours	Revise colours and numbers Describing characters Describing pictures/paintings in terms of shapes and their position	Say what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from



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			Describing emotions – happy, sad Describing (face features) Make birthday cards/invitations		memory) Describe actions: describe festivals at home and in FL country (with resources)
Grammar					
G1	Gender of nouns - definite and indefinite articles	Use indefinite articles in the singular with masculine and feminine nouns and begin to use plural indefinites Begin to use definite articles	Use indefinite articles in singular and plural and definite articles in both singular and plural	Use definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la)	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
G2	Singular and plural forms of nouns	Form plural nouns	Use of plural nouns		
G3	Adjectives (place and agreement)	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use adjectives (agreement and position) with more confidence	Agree adjectives in reasons after porque es / son, remembering to match number and gender.	Agree adjectives in reasons after porque es / son, remembering to match number and gender.
G4	Conjugation of key verbs (and making verbs negative)	Use tengo, es, hay, son accurately	Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs Use future tense (Voy a + infinitive verb), infinitives	Begin to use verbs ending in –ar, -er, -ir in the present tense Begin to use Ser/Estar	Use verbs ending in –ar, -er, -ir in the present tense with more confidence Use Ser/Estar with more confidence



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G5	Connectives and qualifiers, adverbs of time, prepositions of place	Use connectives – y, pero, (también)	Use sequencers - un día, luego, después al final Use preposition of place (arriba, encima de etc..)	Use days of the week (los lunes etc..)	Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which)),
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