

## MFL PROGRESSION OF SKILLS

### Long Term Plan

	Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>I can speak Spanish!</b>	Greetings		Numbers to 10		Colours	
<b>Year 2</b>		Recap greetings	Recap numbers to 10	Alphabet and sounds	Recap colours	Classroom items	
<b>Year 3</b>	<b>All about me</b>	Numbers to 30 & Conversational greetings	Family	The body	Animals	Days/months/weeks	School
<b>Year 4</b>	<b>Spanish food</b>	Recap numbers to 30, greetings, family and colours	Numbers to 100	Food and drinks		Opinions	Spanish Café - money (application)
<b>Year 5</b>	<b>Spain!</b>	Hobbies & activities	Places	Time		Transport	Weather
<b>Year 6</b>	<b>Spanish culture</b>	Sports		Music		Festivals/Traditions	

MFL PROGRESSION OF SKILLS				
VOCABULARY				
KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Numbers to 10</b> Zero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez	<b>Recap 0-10</b> <b>Numbers 11-30</b> <b>Recap KS1 greetings</b> <b>Conversational greetings</b> ¿Cuántos años tienes? Tiene _ años ¿Hablo Español? No, hablo inglés	<b>Recap 0-30</b> <b>Numbers to 100 and multiples of 1000</b> <b>Recap greetings/ family/ colours/ animals/ days, weeks &amp; months</b> <b>Food &amp; drink</b> <b>Comida, bebida</b> Carnicereros, Frutería/verdulero, Pandereros, Tienda, Mercado, Pescaderías, Supermercado, <b>comer, beber</b> las peras, las naranjas, las fresas, los tomates, las manzanas, las lechugas, los plátanos, helado, pescado, jamón, queso, patatas fritas, zumo, limonada	<b>Recap Y3/4</b> <b>Hobbies/activities</b> cantar, cocinar, bailar, jugar al fútbol, escuchar música, leer, pintar, escribir <b>Places</b> Puedo.. Nada Jugar... Descansar Dormir Comer comprar Está No está <b>¿Dónde está?</b> <b>Todo recto, derecha, izquierda</b> En mi pueblo... un banco, una cafetería, una estación, un hospital, un mercado, un museo, un parque, un supermercado	<b>Recap Y3/4/5</b> <b>Sports</b> el atletismo, el baloncesto, el ciclismo, la equitación, el fútbol, la gimnasia, el hockey, la natación, el rugby, el tenis <b>Music</b> <b>la música</b> , el violín, la guitarra, el piano, las castañuelas
<b>Greetings</b> Hola Adiós ¿Como te llamas? ¿Y tú? Me llamo ¿Cómo estás? Or ¿Qué tal? Estoy Bien/ Muy bien/ Mal /Más o menos	<b>Family</b> Madre, padre, hermano, hermana, hermanos, menor, mayor, abuela, abuelo, abuelos Se llama, tiene _ años <b>Recap colours</b> <b>Parts of the body</b> Alto/a, pequeño/a, grande brazo, cabeza, estómago, hombro, mano, pierna, pie, rodilla	<b>Opinions</b> <b>Me gusta/n</b> Me encanta/n <b>No me gusta/n</b> No como Me gustaría Por favor Gracias	<b>Recap numbers</b> <b>Time</b> <b>¿qué hora es?</b> Es la .... Son las ___ y media	<b>Festivals/ traditions</b> Huevos de Pascua, la fiesta nacional de España, Día de los Muertos, Día de la Amistad, Día del Padre
<b>Colours</b> ¿Qué colores? ¿De qué colores? ¿Cuál es tu color favorito? Mi color favorito es Rosado, rojo, anjarando, Amarillo, verde, azul, morado, negro, café, blanco, gris	<b>Animals</b> Mi mascota araña, rana, oruga, ratón, pingüino, pato, flamenco, gallo, hamster, gato, conejo, perro, hipopótamo, león, jirafa, oso <b>Days/ weeks/ months</b> <b>La fecha</b> <b>El día</b> ¿Cuál es la fecha? ¿Qué día es hoy? Hoy es Mi cumpleaños es <b>lunes, martes, miércoles, jueves, Viernes, sábado, domingo</b>	<b>Spanish Cafe</b> <b>¿Cuanto es?</b> ¿la cuenta por favor? ¿Tiene ___ por favor?	<b>Transport</b> <b>en moto, a pie</b> , en tren, a caballo, en barco, en autobús, en avión, en bicicleta, en coche, <b>Weather</b> <b>el tiempo</b> está soleado, nublado, lloviendo, nevando, brumoso, despejado, frío, calor, sol, viento	
<b>Classroom items</b> ¿Qué es eso? Sí/no Puerto/ papelera/ silla/ mesa/ pizarra interactive / libro / Tijeras / bolígrafos / goma	<b>Recap classroom items</b> <b>School</b> <b>Las matemáticas, el inglés, el español</b> , el dibujo, la geografía, la informática, la historia, la música, las ciencias, la educación física Estudio Me gusta/n La escuela, la clase, el patio, la biblioteca Voy a escuela en Barnsley Mi escuela es			
<b>I can speak Spanish!</b>	<b>All about me</b>	<b>Spanish food</b>	<b>Spain!</b>	<b>Spanish Culture</b>

Key words for each year group

<b>MFL PROGRESSION OF SKILLS</b>				
<b>AREA OF STUDY: LISTENING</b>				
<b>KS1</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<p>Respond appropriately to simple words and phrases.</p> <p>Link pictures or actions to language.</p>	<p>Show recognition of words and phrases by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language.</p> <p>Join in with repeated sections of stories, rhymes or songs.</p> <p>Identify phonemes and rhyming words.</p>	<p>Show understanding of a range of familiar spoken phrases e.g through acting out part of a familiar story heard.</p> <p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Notice that Spanish may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example, summarising in English the key points of what has been heard.</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</p>	<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p>
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<b>MFL PROGRESSION OF SKILLS</b>				
<b>AREA OF STUDY: SPEAKING</b>				
<b>KS1</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<p>Plausibly attempt the pronunciation of simple words and phrases.</p>	<p>Use mostly accurate pronunciation.</p> <p>Speak clearly when addressing an audience.</p> <p>Use simple adjectives such as colours and sizes to describe objects.</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Take part in conversations, expressing opinions and giving simple reasons.</p> <p>Adapt known complex sentences to reflect variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p> <p>Create a short piece for presentation to an audience.</p>	<p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Create sentences using knowledge of basic sentence structures.</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage in conversation.</p>
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<b>MFL PROGRESSION OF SKILLS</b>				
<b>AREA OF STUDY: READING</b>				
<b>KS1</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<p>Recognise some common, familiar words and phrases.</p>	<p>Recognise some familiar words and phrases in written form.</p> <p>Read some familiar words aloud using mostly accurate pronunciation.</p> <p>Learn and remember new words encountered when reading.</p>	<p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>Follow the written version of a text being read aloud.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p>	<p>Read aloud and understand a short text containing mostly familiar language using fairly accurate pronunciation.</p> <p>Learn a song or poem using the written text for support.</p> <p>Use dictionaries to extend vocabulary on a given topic and develop ability to use different strategies to work out the meaning of unfamiliar words.</p>	<p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p>
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<b>MFL PROGRESSION OF SKILLS</b>				
<b>AREA OF STUDY: WRITING</b>				
<b>KS1</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
Record simple words and short phrases.	Write some simple words from memory.  Use simple adjectives such as colours and sizes to describe things in writing.  Record descriptive sentences using a word bank.	Write words and short phrases from memory.  Use a range of adjectives to describe things in more detail, such as describing someone's appearance.  Write descriptive sentences using a model but supplying some words from memory.	Write phrases and some simple sentences from memory and write a short text such as an e-mail with support from a word/phrase bank.  Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.	Write a range of phrases and sentences from memory and adapt them to write sentences about a similar topic.  Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.  Begin to use some adverbs.
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<b>MFL PROGRESSION OF SKILLS</b>				
<b>AREA OF STUDY: GRAMMAR</b>				
<b>KS1</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
NA	Recognise the main word classes e.g nouns, adjectives, verbs.  Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.  Have basic understanding of the usual order of words in sentences.	Recognise a wider range of word classes including pronouns and articles, and use them appropriately.  Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.  Recognise questions and negative sentences.	Know how to conjugate some high frequency verbs.  Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.  Adapt sentences to form negative sentences and begin to form questions.	Know how to conjugate a range of high frequency verbs.  Understand how to use some adverbs in sentences.  Have an awareness of similarities and differences in grammar between different languages.
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<b>MFL PROGRESSION OF SKILLS</b>				
<b>AREA OF STUDY: INTERCULTURAL UNDERSTANDING</b>				
<b>KS1</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
Identify Spain on a map  Say which countries speak Spanish	Spanish school	To identify regions in Spain  Recognise and discuss traditional Spanish food and drink	Recognise and discuss traditional Spanish hobbies/sports/activities such as Flamenco dancing and football.  Compare the weather in Spain to England.	Understand Spanish famous Spanish traditions.  Describe a Spanish festival.  Listen to and discuss a range of traditional Spanish music.  Compare and contrast Spanish culture and English culture.
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