



Progression and Assessment in Modern Foreign Languages



Modern Foreign Languages Intent

From Year 3 to Year 6 we teach Spanish to all children. Our approach is to make learning a new language enjoyable! We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Each class has one lesson per week. The topics covered are introduced in Year 3, built upon in Year 4, reinforced and applied in Year 5 and 6, with more depth. The planning is designed to balance elements of speaking, listening, reading and writing in each topic. Topics covered over the year include: Greetings, Routines, Numbers, Colours, Likes and Dislikes, Family and Weather/Seasons. Lessons are structured to approach learning in a variety of ways: use of songs and games, matching, reading and writing activities.

 <h2 style="text-align: center;">MFL - Spanish</h2> <h3 style="text-align: center;">Progression Planning Document (Optional KS1)</h3> 			
By the end of	Counting	Greetings	Classroom instructions
Key Stage one	Understand numbers 0-10 with correct pronunciation.	Be able to say hello and goodbye.	Answer the register appropriately. Follow simple classroom instructions.



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MFL - Spanish Progression Planning Document



By the end of	Grammar	Speaking and Listening	Counting (Y3)	Greetings (Y3)	Colours (Y3)	Food (Y3)	Time (Y3)	Body parts (Y4)	Animals (Y4)	Family and Pets (Y4)	Sports/Leisure Activities (Y4)	Weather and Clothing (Y4)
Lower Key Stage Two	<p>Vowel sounds Masculine and feminine e.g. el and la</p> <p>Recognise word classes: noun, verb and adjectives.</p> <p>Recognise the letter strings – ua, ie, ei, rr, j, ñ, c and z.</p> <p>Notice how punctuation varies in Spanish and English e.g. question mark.</p> <p>Understand that the letter h is not pronounced at the start of words.</p>	<p>Listen carefully and follow simple commands (e.g. put up your hands, stand up or hold up an object, picture or card)</p> <p>Respond to what they see and hear by answering a question, using modelled responses</p> <p>Read words and phrases in a familiar text</p> <p>Label items and select appropriate words to complete short sentences. Make simple signs that include words and phrases used regularly in class</p> <p>Spell key words and phrases correctly, being aware of symbols</p>	<p>Understand and say numbers 0-31 with correct pronunciation.</p>	<p>Participate in a short exchange greeting someone</p> <p>Answer the register appropriately</p> <p>Follow simple classroom commands</p> <p>Introduce oneself by understanding, asking and answering the question: what is your name?</p>	<p>Understand and be able to say 11 colours in Spanish.</p> <p>Say which colour(s) you like/dislike.</p>	<p>Know the names of 8 fruits.</p> <p>Know the names of different foods and drinks.</p> <p>Say which foods you like/dislike.</p>	<p>Know the days of the week.</p> <p>Know the months of the year.</p>	<p>Understand and give names of 7 parts of the body (head, nose, teeth, hair, eyes, mouth and ears).</p> <p>Understand the meaning of five adjectives that can be used to describe these body parts.</p>	<p>Be able to say the names of 6 zoo animals</p> <p>Be able to say a sentence using 'tengo' and 'no tengo'.</p>	<p>Be able to say the Spanish for members of the family knowing when to use el and la.</p> <p>Be able to introduce family members, asking and answering questions.</p> <p>Be able to ask for and give information about brothers and sisters.</p> <p>Know and recognise the names of pets</p>	<p>Understand leisure activities</p> <p>Understand a paragraph detailing likes and dislikes of leisure activities</p> <p>Express likes and dislikes of leisure activities.</p>	<p>Know the names of at least 5 weather conditions.</p> <p>Ask what the weather is like.</p> <p>Know the names and places of major ports and airports in Spain.</p> <p>Know the Spanish for at least 6 items of clothing needed for different weather conditions.</p>

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Key Vocabulary		<p>Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p>Once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte.</p> <p>Veintiuno, veintidos, veintitres, veinticuatro, veinticinco, veintiseis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno.</p> <p>Si No</p>	<p>Hola Hello Buenos días Good morning Buenas tardes Good afternoon Buenas noches Good night Adiós Goodbye ¿Qué tal? How are you? ¿Y tu? And you? Bien Good Mal Sad Regular So-So Muy bien very well Fenomenal Great Muy mal very bad Fatal Dreadful Gracias thank you Estupendo Excellent Fantástico Fantastic/super Muy bien Very good Escuchad listen Mirad look Sentaos sit down Levantaos stand up Repetid repeat ¡Silencio! silence Venid aquí come here ¿Cómo te llamas? What's your name? Me llamo I'm called Señor (Sr.) Mr. Señora (Sra.) Mrs.</p>	<p>Blanco Marron Rojo Negro Verde Azul Amarillo Naranja Gris Violeta Rosa Multicolor Que color te gusta? Que color no te gusta? Me gusta el color... No me te gusta el color... Y and</p>	<p>Platano Banana Naranja Orange Melon Melon Fresas Strawberries Sandia Watermelon Melocoton Peach Cereza Cherry Manzana Apple Pera Pear Limon Lemon Kiwi Kiwi Uvas Grapes Pina Pineapple Frambuesa Raspberries Hamburguesa Burger Pescado Fish Helado Ice Cream Huevos Eggs Ensalada Salad Carne Meat Fritas Fries El Pan Bread El Agua Water El Refresco Soda El Pollo Chicken La Pasta Pasta La Sopa Soup Las Galletas Biscuits El Queso Cheese El Te Tea Quisiera I would like Por favor Please</p>	<p>lunes Monday martes Tuesday miercoles Wednesday jueves Thursday viernes Friday sabado Saturday domingo Sunday enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre</p>	<p>Los dientes the teeth La nariz the nose La boca the mouth El pelo hair Los ojos eyes Las orejas ears La cabeza head El cuello neck El dedo finger la pierna the leg el pie the foot el estómago the stomach la mano the hand el brazo the arm Me duele It hurts Me duelen They hurt</p>	<p>el león the lion la jirafa the giraffe el mono the monkey el cocodrilo the crocodile el pingüino the penguin el tigre the tiger el flamenco the flamingo el hipopotamo the hippo el oso the bear la serpiente the snake Hay there is/are Big= grande Small= pequeno Slow= lento Fast= rapido Strong= fuerte Gentle= docil Fierce= feroz Shy= timido Tengo I have No tengo I don't have</p>	<p>Madre Mother Padre Father Hijo Son Hija Daughter Hermana Sister Hermano Brother Tia Aunt Tio Uncle Abuela Grandmother Abuelo Grandfather Primo Male cousin Prima Female cousin Tengo I have No tengo I don't have Que se llama Who is called Tiene diez anos He/she is 10 years old Un gato cat Un perro dog Un raton rat Un caballo horse Un pez fish Un hamster hamster Una serpiente snake Un loro parrot Un conejo rabbit Una Tortuga tortoise Una cobaya guinea pig</p>	<p>El ciclismo cycling La equitacion horse riding El futbol football La gimnasia gymnastics La natacion swimming El rugby rugby El tenis tennis El boxeo boxing El correr running El baile ballet El karate karate Me gusta I like Me encanta I love No me gusta I don't like Odio I hate Es it is No es it is not Emocionante exciting Fenomenal great Dificil difficult Aburrido boring Pero but Juego play Que deportes practicas? What sports do you practice?</p>	<p>Un abrigo coat Una camiseta t shirt Una camisa shirt Una chaqueta jacket Una falda skirt Un jersey jumper Unos pantalones Un vestido dress Unos vaqueros jeans Unas botas hat Sandalias sandals Sombrero sun hat Unos calcetines socks Una bufanada Unas zapatillas Unos zapatos shoes Que tiempo hace?=what is the weather like? Hace calor= it is hot Hace frio= it is cold Hace viento= it is windy Hace sol=it is sunny Hace nublado=it is cloudy Hace llueve=it is raining Hace nieva= it is snowing Hiela=freezing Hay niebla=there is fog Hay tormenta=theres a storm</p>
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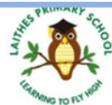


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			Señorita (Srta.) Miss ¿Y tú? And you?								
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KPIs	<p>Listening and responding Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? <i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p> <p>Speaking Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p> <p>Reading and Responding Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words?</p> <p>Writing Can they write 2-3 short sentences on <a familiar topic>? Can they say what they like and dislike about <a familiar topic>? <i>They write short phrases from memory and their spelling is readily understandable.</i></p>
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MFL - Spanish Progression Planning Document



By the end of	Grammar	Speaking and listening	Buildings and the street (Y5)	Keeping Fit and Well/Foods (Y5)	Date, Weather and location (Y5)	In the classroom (Y6)	Home and family (Y6)	Vacations (Y6)
Upper Key Stage Two	<p>Identify the position of adjectives in a sentence.</p> <p>Be able to understand information from a short exchange.</p> <p>Know how to add expression and authenticity to a short dialogue.</p> <p>Substitute adjectives and quantifiers into a sentence.</p> <p>Extend basic sentences by using conjunctions: y, pero, tambien.</p> <p>Identify different word classes and specific vocabulary</p> <p>Understand the sentence structure may be different</p>	<p>Interpret simple dialogue, instructions and messages. Listen to some speech and note down information, main points or interesting detail</p> <p>Speak with increasing confidence and fluency in a range of circumstances</p> <p>Read simple texts independently, showing understanding of familiar words and phrases, using a bilingual dictionary or glossary to look up new words and phrases</p> <p>Write a short text on a familiar topic, adapting and substituting words for effect/clarity. Use a dictionary or glossary to check words and phrases</p> <p>Spell an increasing number of words correctly in a short piece of writing</p> <p>Use accurate pronunciation and intonation by listening to modelled examples (e.g. native speakers and recordings)</p>	<p>Say the names of the buildings that can be found on the high street.</p> <p>Recognise similarities and differences with home and Spain in relation to the high street buildings.</p> <p>Memorise or present sentences about describing the high street.</p> <p>Be able to give basic directions</p>	<p>Express likes and dislikes of different sporting activities.</p> <p>Be able to discuss which activities are more energetic and make comparative statements.</p>	<p>Know days and months and be able to write the date in Spanish.</p> <p>Say different weather conditions and link to seasons.</p> <p>Be able to identify the type of material heard on audio recording and weather forecasts.</p> <p>Be able to say where they live and describe the climate.</p>	<p>Follow general instructions</p> <p>Able to answer the register, state the date, describe the weather and ask for classroom objects.</p> <p>Know the names of items of the school uniform.</p> <p>Be aware of some cultural differences relating to school uniform and school life.</p>	<p>Know the names of members of the family.</p> <p>Know the names of occupations.</p> <p>Say what jobs family members do and what you would like to do.</p> <p>Recognise the meaning of rooms in the house.</p> <p>Know items in different rooms.</p> <p>Write a brief description of a dream house.</p> <p>Compare houses in Spain and own country.</p>	<p>Research a Spanish speaking Town/Country.</p> <p>Choose a type of accommodation and write a letter to book here.</p> <p>Find places of interest at place and write a programme of activities.</p>



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Key Vocabulary

<p>Sentence stems children will learn and complete with key vocab/nouns:</p> <p>Hay There is/are For example: En mi pueblo hay un museo. In my town there is a museum.</p> <p>No hay There is not For example: No hay un Mercado. There is not a market.</p> <p>Voy I go For example: Voy la cafeteria en bici. I go to the café by bike.</p> <p>Vas you go For example: Vas al supermercado en autobus? Do you go to the supermarket by bus?</p> <p>Pero but Tambien also Sin embargo however</p> <p>A la izquierda To the left A la derecha To the right Al frente In front Behind detras Opuesta opposite Junto a Next to</p> <p>For example: El castillo está enfrente de la playa. The castle is in front of the beach. La libreria está a la izquierda de la iglesia. The bookshop is to the left of the church.</p>	<p>Sentence stems children will learn and complete with key vocab/nouns:</p> <p>Hace He/she does Hago I do Haces you do</p> <p>For example: Hago equitacion I do horse riding. Hace remo She does rowing.</p> <p>Ask questions: For example: Haces ciclismo? Do you do cycling?</p> <p>Juego I play Juega He/she plays For example: Juego al futbol I play football Juego al hockey I play hockey</p> <p>Me encanta (n) I love Me gusta (n) I like Me da(n) igual I don't mind No me gusta I don't like Odio I hate Prefiero prefer</p> <p>Tambien also Pero but Sin embargo however Sobre todo especially</p> <p>Emocionante exciting Fenomenal great Difil difficult Aburrido boring Peligroso dangerous Un rollo rubbish energico</p> <p>For example: Me gusta el atletismo porque es emocionante.</p>	<p>Days of the week Months of the year Be able to write the date.</p> <p>Sentence stems children will learn and complete with key vocab/nouns:</p> <p>Hace it is Hay there is</p> <p>Tengo I have Tienes You have Tiene He/she/it has</p> <p>Que tiempo hace? What is the weather like?</p> <p>Tienes frio? Are you cold?</p> <p>Me encanta I love Me encanta la nieve I love the snow.</p> <p>Me gusta I like Me gusta el sol I like the sun.</p> <p>No me gustan I don't like No me gustan las tormentas I don't like storms. Odio I hate Odio el viento I hate the wind.</p> <p>Pero but Sin embargo however</p> <p>El norte the north El sur the south El este the east El oeste the west</p>	<p>Sentence stems children will learn and complete with key vocab/nouns:</p> <p>Classroom instructions vocabulary: listen mirad look sentaos sit down levantaos stand up repetid repeat ¡silencio! silence venid aquí come here</p> <p>Hola Senora/Senorita/Senor y a todos.</p> <p>Tengo I have Tienes They have Veo I see Yes You see</p> <p>For example: Tienes una regla? Do you have a ruler? Si, tengo un estuche Yes I have a pencil case. No, no tengo un lapiz No, no I don't have a pencil.</p> <p>Items of school uniform clothing.</p> <p>Llevos uniforme? Do you wear uniform?</p> <p>No llevos uniforme No I don't wear uniform Si llevos uniforme Yes I do wear uniform</p>	<p>Sentence stems children will learn and complete with key vocab/nouns:</p> <p>ROOMS Como es tu casa? What is your house like?</p> <p>Vivo en I live For example: Vivo en una casa en las costa. I live in a house by the coast. Vivo en un piso en el centro. I live in a flat in the centre.</p> <p>Mi casa My house For example: Mi casa es grande es moderna. My house is big and modern.</p> <p>Es is Y and</p> <p>Tiene ___ habitaciones It has ___ rooms</p> <p>Mi casa tiene My house has For example: Mi casa tiene un bano, una cocina, un salon y tres dormitorios. My house has a bathroom, a kitchen, a living room and 3 bedrooms.</p> <p>FAMILY Vivo con I live with Me llamo I am called Se llamo He/she is called Que se llamon Which are called Tengo ___ anos I am ___ years old Tiene ___ anos He/she is ___ years old</p> <p>Tambien Also</p> <p>Children will learn nouns for family members.</p>	<p>Sentence stems children will learn and complete with key vocab/nouns:</p> <p>Places to visit e.g. café/beach/castle/shops</p> <p>Type of place e.g. cultural/splendid/old/beautiful.</p> <p>Type of holiday e.g. camping/hotel/chalet.</p> <p>Te gustaria visitar? Would you like to visit?</p> <p>Puedes visitar You can visit For example: Puedes visitar el Castillo y la cafeteria.</p> <p>La ciudad es The town is For example: La ciudad es historico y bonito The town is historic and beautiful.</p> <p>El hotel es The hotel is For example: El hotel es grande y incredible The hotel is big and incredible.</p>
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						<p>OCCUPATIONS Medico Doctor Vendedor Seller Policia Police Camarero Waitress Professor Teacher Veterinario Vet</p> <p>For example: Mi hermana es camarera en un cafeteria. My sister is a waitress in a café.</p> <p>Que ocupacion quieres? What occupation do you want?</p> <p>Quiero ser un medico I want to be a doctor.</p>	
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Listening and Responding

Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?

Spoken at near normal speed with no interference. May need some items to be repeated.

Speaking

Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?

Their pronunciation is generally accurate and they show some consistency in their intonation.

Reading and Responding

Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words?

Writing

Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt?

They will draw largely on memorised language.

