



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.



MFL - Spanish

Progression Planning Document



By the end of	Grammar	Speaking and Listening	Counting	Greetings	Colours	Time	Body parts	Animals	Family	Activities	Transport
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>Know the days of the week</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>Know and recognise the names of pets</p> <p>Be able to say a sentence using 'tengo' and 'no tengo'.</p>	<p>Be able to say the Spanish for member sof 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 fo r and give information about brothers and sisters.</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 means of transport</p> <p>Know the names and places of major ports and airports in Spain.</p> <p>Know the Spanish for the items of clothing needed when travelling to Spain.</p>
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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By the end of	Grammar	Speaking and listening	Counting	In the classroom	Buildings and the street	Sports	Food	Weather and location	Family and home
Upper Key Stage Two	<p>Identify the position of adjective sin 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 ad 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>Know how to say numbers 1-50</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>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>Be able to say food items with accurate pronunciation.</p> <p>Express likes and dislikes of different foods, using stalling strategies as appropriate.</p> <p>Identify similarities and differences in eating habits and customs between the UK and Spain.</p> <p>Know what is eaten at breakfast time in Spain</p> <p>Be able to name breakfast food/drink items.</p> <p>Be able to offer, accept or refuse food/drink items.</p>	<p>Say different weather conditions</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>Know the names of members of the family.</p> <p>Recognise the meaning of rooms in the house</p> <p>Know the names of occupations</p>
KPIs	<p>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? <i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p> <p>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? <i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p> <p>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?</p> <p>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? <i>They will draw largely on memorised language.</i></p>								



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