

# MFL Overview and Progression Grid



Communicators	Explorers	Readers	Believers
<p>children will explore how the Spanish language is different to English. Children will learn songs and rhymes to learn new vocabulary. Children will be able to perform their rhymes and songs within class.</p>	<p>children will learn about a range of Spanish traditions and how festivals they are familiar with are different in Spain. They will have the chance to learn new stories and songs they may not hear in their day to day life.</p>	<p>we encourage children to read new vocabulary based around our chosen Modern Foreign language. Children have the opportunity to learn well known stories such as 'The Hungry Caterpillar' in Spanish.</p>	<p>all children will learn how to speak, read and write in another language. Children will be given the opportunity to learn about Spanish traditions.</p>

Modern Foreign Languages are not Statutory in EYFS or Key Stage 1, however, we include the teaching of MFL in these years to expose them to the language and become language learners from an early age

EYFS	Topics to be covered over the year: Hello/Goodbye, Counting, Days and Birthdays, Rainbows, Families and Bears, Having fun whilst listening and joining in		
Vocabulary	Spain, Spanish, listen, repeat, culture, language		
Substantive Knowledge	Disciplinary Knowledge	Core Language Content	
To begin to listen to and copy the sounds of a new language	To begin to understand that sounds in a different language have different meanings	To be able to listen to and respond to a greeting, a farewell and the phrase – Thank you	
To join in with songs and games	To be able to listen to and hear new sounds and words	To attempt to say a number or sequence of numbers (between 1-10), including trying to join in with a counting rhyme	
To begin to explore differences between own and another cultures and celebrations	To explore how to learn and remember language through song and rhyme	To attempt to say a day of the week in Spanish	
	To explore copying mouth shapes and repeating sounds	To listen to the colours and try and say a colour	
	To begin to explore differences between own and another culture	To try and respond to the question 'What are you called?'	
		To be aware of some nouns of family members in Spanish	
		To join in with a Spanish rhyme	

<b>FOCUS FIVE</b>	I can say 'hola' for hello	I can say 'adios' for goodbye	I can say 'gracias' as thank you	I know that Spanish is a different language	I can count to three in Spanish
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Year 1	Topics to be covered over the year: Greetings/Farewells and Name, Colours, Numbers 1-10 and Greetings, Rhymes, Songs and Games, Animals, Fish Fun, Sunshine, Rain and Seasons		
Vocabulary	memorise		
Substantive Knowledge		Disciplinary Knowledge	Core Language Content
Begin to talk about themselves using words and simple sentences		To educate the ear to new sounds and meanings	To listen to and respond to phrase Good Morning, Good Afternoon and Good Night
Listen to and join in with songs, rhymes and games		To repeat and imitate and begin to form utterances independently	To listen to and respond to 'What is your name?'
Begin to explore nouns and phrases		To explore and begin to memorise language through song and rhyme	To know some colours (red, yellow, green and blue) and be able to identify a specific colour
		To develop a cultural understanding as a global citizen	To say a sequence of numbers (1-10) and be able to identify a specific number
			To join in the names of animals in a song/rhyme
			To know some facts about Christmas and the Epiphany
			To know family members
			To perform traditional rhymes and songs
			To listen to and say some phrases about the weather

<b>FOCUS FIVE</b>	I can say 'Buenos Dias'	I can say 'Me llamo...'	I can count to 10 in Spanish	I can tell you a fact about Spain	I can say red, yellow and blue in Spanish
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Year 2	Topics to be covered over the year: Language Learning Powers, Nouns, Rhymes and Christmas, Birthdays, Butterflies, Bees and Plant Pot Story, Exploring Animal Kingdoms, Celebrate
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Vocabulary	Copy write, global citizen, gesture,	
Substantive Knowledge	Disciplinary Knowledge	Core Language Content
Begin to understand questions and respond with confidence	To engage with how to listen and be able to hear new sounds and words	To know some facts about the 'Tooth Mouse'
Explore celebrations and start making comparisons	To attempt to copy write words	To respond to greetings in Spanish
Follow and join in with stories, songs and games	To use actions and gestures to help with memorising words	To listen to the names of body parts and show awareness of them by responding physically
	To develop an understanding and empathy to other cultures as a global citizen	To listen to and join in with songs and rhymes (Head, Shoulders and Rudolph the Red Nose Reindeer)
		To listen to and respond to the months of the year and identify the written form of the month
		To be able to say some unfamiliar nouns
		To know some facts about Easter in Spain
		To listen to and respond to a story in Spanish
		To identify colours and numbers in spoken and written form
		To know some facts about birthdays in Spain
		To know that Spanish is spoken in other countries

<b>FOCUS FIVE</b>	I can say Buenos Tardes	I can join in with a rhyme/song about the months	I can recognise the numbers 1 – 10 when written down	I can tell you two countries that speak Spanish	I recognise the colours when I hear them (red, yellow, blue, green, orange and purple)
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Year 3	Topics to be covered over the year: A new start, Calendar and Celebrations, Animals I like and don't, Carnival, Fruits and Vegetables, Going on a Picnic and Aliens in Spain
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Vocabulary (Excluding Topic Related Vocabulary)	Cognate, semi-cognate, memory hook, singular, plural	
Substantive Knowledge	Disciplinary Knowledge	Core Language Content
Explore core language, personal information and basic conversation	To understand and use the terms cognate and semi-cognate	To say greetings
Know 1 <sup>st</sup> and 2 <sup>nd</sup> person singular questions and answers	To begin to use memory hooks to help remember	To ask and answer questions about feelings
Recognise and use nouns in singular and plural forms	To write single words with support	To be able to write some colours
Understand noun gender	To write a phrase using a verb noun and adjective	To understand, say and write days of the week and months of the year and begin to read and write dates
Know there is more than one word for 'a'	To show an understanding of the language and culture of Spain	To say, read and copy write names of some animals and begin to recognise some plural nouns for animals
Express simple opinions		To recognise, say and begin to write numbers
Retrieve familiar core language content		To understand basic classroom commands
Appreciate, follow and understand simple stories		To recall nouns about food (fruit and vegetables, picnic items) and ask politely for them
Begin to know some information about the geography and culture of Spain		To express where they live in simple sentences
Hear and identify phonemes		To know some facts about Carnival in Spain
Recognise graphemes		To know some facts about Christmas in Spain

<b>FOCUS FIVE</b>	I can write down the colours (red, green, blue, yellow, orange)	I can follow basic instructions (listen, repeat, sit down )	I can tell you how I feel (Estoy bien)	I can read aloud the days of the week	I can tell you facts about a Spanish Christmas
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Year 4	Topics to be covered over the year: School, My area, Family and Faces, Face and Body Parts, Feeling Unwell, Jungle Animals, The Weather and Ice Cream
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Vocabulary (Excluding Topic Related Vocabulary)	Educated guess, dialogue, pronunciation, bilingual	
Substantive Knowledge	Disciplinary Knowledge	Core Language Content
To retrieve core language content	To use cognates and semi-cognates as a way to begin to understand language	To ask and answer questions about self
To develop use of singular and plural nouns with adjectives to describe	To begin to form educated guesses based on the context of the language	To listen, recall and respond to classroom instruction
To understand noun gender	To develop confidence in a 'have a go' attitude and learn from mistakes	To say and write nouns about classroom objects and school rooms
To know there is more than one word for 'a' and 'the'	To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes	To say, recognise and copy names of places in a town
To read, understand, follow and use commands	To begin to practise bilingual dictionary skills	To give, read and understand directions to places in a town
To express simple opinions	To develop as global citizens through broadening the understanding of the language and culture of Spain	To know important facts about Epiphany
To produce simple descriptive sentences	To write single words and set phrases with increasing confidence	To say the nouns of family members and to write information about them
To participate in simple dialogues		To understand and write some body parts, to write a descriptive sentence about the face
To continue to practise 1 <sup>st</sup> and 2 <sup>nd</sup> person singular questions and answers		To understand and say phrases to describe feeling unwell
To hear and identify phonemes and recognise and read aloud graphemes		To recall and use adjectives to describe jungle animals so as to write a simple sentence
		To say and write simple sentences about the weather and seasons
		To be able to order an ice cream

FOCUS FIVE	I can give my age and where I live in Spanish	I can recall the names of a pen, pencil, ruler and rubber in Spanish	I can say mum, dad, brother, sister in Spanish	I can write down four body parts in Spanish	I can say a simple sentence about the weather
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Year 5	Topics to be covered over the year: Talking about us, School, subjects and opinions, In the City, Healthy Eating/Going to the Market, Clothes, Out of this World, At the Seaside
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Vocabulary (Excluding Topic Related Vocabulary)	Conjugate, infinitive, intonation,	
Substantive Knowledge	Disciplinary Knowledge	Core Language Content
To develop and extended skills in retrieving core language content	To spot cognates and semi-cognates with more confidence	To use extended sentences to introduce themselves and how they are feeling
Give personal information in sentences in 1 <sup>st</sup> and 3 <sup>rd</sup> person singular	To use context of the text to make educated guesses and use this to aid translation	To converse with a friend about name, feeling, age, where they live and recall this information to others
Begin to conjugate a regular present tense verb (to wear)	To improve pronunciation and intonation through an increasing knowledge of phonemes and graphemes	To know the nouns for at least 5 school subjects and give an extended opinion about a subject including a reason for liking/disliking
Create spoken and written extended sentences including conjunctions and giving an opinion	To use a model effectively to help writing grammatically accurate and extended sentences	To recall some facts about a city in order to give directions and write a simple sentence to describe where I live
Engage in extended role play dialogues	To use a bilingual dictionary independently to look up unfamiliar words	To participate in dialogue for buying a ticket
Say and write description in a verb, nouns and a variety of adjectives		To know how to say I have / have not
Begin to consolidate an understanding of how to use nouns in a simple sentence with adjectives		To read, understand some fruits and vegetables and use them in simple dialogues
Use modal verb (to be able to) plus infinitive to create persuasive sentences		To read, understand and write a recipe
Recognise, use and apply familiar phonemes and graphemes confidently		To read, write and say nouns for clothing, and extend this with use of colour adjectives
		To explore and use the word 'to wear'
		To read and write simple sentences about the planets
		To explore beach culture in Spain
		Read, understand, write a say persuasive sentences about going to the seaside

<b>FOCUS FIVE</b>	I can write a sentence using an adjective	I can say four sentences about myself	I can say 'I like... or I don't like'	I know the phrases and Tengo, No tengo	I can use a bilingual dictionary
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Year 6	Topics to be covered over the year: Daily Routine, Homes and Houses, Playing and Enjoying Sport, Funfair and Favourites, Café Culture, Performance Time
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Vocabulary (Excluding Topic Related Vocabulary)	False friends, fluently, prepositions	
Substantive Knowledge	Disciplinary Knowledge	Core Language Content
Retrieve core language content	To have an awareness of the term 'false friends' where words appear as cognates but are not	To recall and use phrases to describe feelings
Create complex sentences including conjunctions	To use skim and scan strategies to understand unfamiliar language	To understand 'o'clock' phrases
Explore and use common present tense verbs (to be, to have, to play)	To develop the ability to speak more fluently	To talk about and answer questions about daily routine
Write detailed descriptions including verb, nouns, and a variety of adjectives	To have a bank of 'memory hooks' to enable more memory of language	To understand the nouns for rooms and furniture and to give simple descriptions of these using adjectives of colour and size
Secure understanding of how to use nouns in a simple sentence with adjectives	To have a broad understanding of the Spanish language and culture	To understand some prepositions
Use language structures they know to create their own adapted sentences		To create opinions (likes and dislikes) about sport and write simple information about a sport
Use knowledge of language to create performances		To know nouns for funfair rides and food and use them in a simple sentence
Explore and appreciate the origins of another country's culture		To express opinions on favourite things
Recognise, use and apply familiar / unfamiliar phonemes and graphemes confidently		To recall some key facts of Spanish tradition, including café culture
		To ask politely for snacks and drinks
		To understand information about food and meals including breakfast foods
		To participate in short sketches using familiar core language
		Begin to apply language learning skills to learn other language

<b>FOCUS FIVE</b>	I can change an adjective if the noun is masculine/feminine	I can tell the time in Spanish (o'clock)	I can ask for a drink or snack	I can read a several sentences about a familiar topic	I can hold a two way conversation about myself with another person
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Year 4	<b>Topics to be covered over the year:</b> Numbers, months and dates, Birthdays and Christmas and other celebrations, Shape and colour and describing position Body parts and facial features, Family members and describing appearance, The Giant Turnip Story				
Vocabulary (Excluding Topic Related Vocabulary)	Numbers 1 -31, □Feliz Cumpleaños!, Felicidades!, Qué lastima! Qué horror!, Oye!, Mira! Vamos! Vale! Señora, tengo un problema, Puede ayudarme? (Can you help me), Empareja...con... (match... with ... ) No sé , Un aplauso!				
Listening	Speaking	Reading	Writing	Grammar	

Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations	Ask / answer questions about birthdays, ages, dates, times, simple maths	Spot the Dog story, Perritos Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural
Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Rodolfo el reno, Frosty, Navidad), birthday songs	Use: En mi opinión (In my opinion), Pienso que (I think that)	Numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list – using 'Voy a + verbs', time exercise	Use of plural nouns
A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta	Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?	Numbers Read and add questioning intonation	Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position	Use adjectives (agreement and position) with more confidence
	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 esTiene / No tieneHay / No hay	Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata	Describing emotions – happy, sad Describing hair / eyes of self and others Make birthday cards, Design invites,	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 (non-explicit focus) Use future tense (Voy a + infinitive verb), infinitives
	Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs		Write 'My birthday es on the ... of ...' from memory with accurate spelling.	Use sequencers – un día, luego, después al final Use preposition of place (arriba, encima de etc..)

**Year 5** **Topics to be covered over the year:** Counting in 5s and Giving the Time, Meals and opinions of food, Sports – writing sentences and giving opinions, Music – giving opinions and creating own rap

<b>Vocabulary</b> (Excluding Topic Related Vocabulary)	Numbers 0 – 50 (5 x table) Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh? Levantaos (Stand up) Sentaos (Sit down) Escuchad (Listen) Mirad (Look/Watch) Hablad (Speak) Escribid (Write) Trabaja(d) en pareja(s) (Work in pairs) Sacad las cosas (Get your things out) Dibuja(d) (Draw)			
<b>Listening and Phonics</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports	Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things	Read short texts and answer questions to show understanding	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling	Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and

Understand and respond to movement instructions				drink. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la)
Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	<input type="checkbox"/> Te gusta...? (Do you like?) <input type="checkbox"/> Qué te gusta comer / beber? (What do you like eating / drinking) <input type="checkbox"/> Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch) <input type="checkbox"/> Por qué te gusta...? (Why do you like...?)	Film clips on sports and food in Spain	Adapt short text about someone else's sports / freetime to write a short text about own free time.	Use days of the week (los lunes etc..)
	Ask for help and give a detail: <input type="checkbox"/> Puedo ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: <input type="checkbox"/> Puedo trabajar con Josh?	Pronounce sports (including cognates) using correct sounds	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Agree adjectives in reasons after porque es / son, remembering to match number and gender.
	Say what sports you play using 'Juego al' or 'Practico el/la' and when you do it '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' Say what you eat and drink and when Say what you like to eat and drink using 'me gusta comer / beber' Say what you can / know how to do using 'Sé practicar el esquí'	Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (n.f, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words		Use all persons DESAYUNAR Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar

Year 6	<b>Topics to be covered over the year: Weather, Describing Spain, Describing towns, Spanish Festivals</b>
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<b>Vocabulary (Excluding Topic Related Vocabulary)</b>	Continue to use classroom instruction as learnt in previous years			
<b>Listening and Phonics</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Understand a range of spoken opinions heard in sentences and short texts. Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.	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	Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out	label pictures (village and coast) – using hay / no hay with confidence to write sentences from memory	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).

<p>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</p>	<p>□Te gusta...? (Do you like...?)          □Por qué te gusta...? (Why do you like...?)          □Qué opinas de...? (What do you think of...?)</p>	<p>Film clips on traditional Spanish festivals</p>	<p>Write a holiday postcard, adapting a model.</p>	<p>Use subordinating connectives (if, because)          (some pupils will be using relative clauses with 'que' (which)),</p>
	<p>Signal a problem: Señor(a), tengo un problema          Ask for help and give a detail: □Puede ayudarme con ... (número 2, el texto, el diccionario)?          Ask for other things: □Puedo trabajar con Josh?</p>	<p>Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map</p>	<p>Express opinions and giving reasons (from memory)          Describe places and compare locations (from memory)          Describe actions: describe festivals at home and in FL country (with resources)</p>	<p>Agree adjectives in reasons after porque es / son, remembering to match number and gender.</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>	<p>adjectives of reasons to support opinions, using 'porque' to provide reasons, language for countries, locations, directions</p>		<p>Use 'hay'          Use the verb ESTAR          (receptive use of some reflexive verbs)</p>
	<p>Describe the key geographical features of Spain          Describe where things are          Describe the key features of famous festivals</p>	<p>Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).</p>		