



MFL Progression Grid



Concept	Year 3	Year 4	Year 5	Year 6
Communication – How do we communicate effectively in different situations?	<p>Repeat modelled words.</p> <p>Listen and show understanding of single words and short phrases through physical response.</p> <p>Recognise a familiar question and respond with a simple rehearsed question.</p> <p>Ask and answer a simple and familiar question with a response.</p> <p>Express simple opinion about likes and dislikes.</p> <p>Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold.</p>	<p>Listen and show understanding of short phrases through physical response.</p> <p>Ask and answer at least two simple and familiar questions with a response.</p> <p>Speak about everyday activities and interests.</p>	<p>Engage in short conversation using a range of simple familiar questions.</p> <p>Use familiar vocabulary to say several longer sentences using a language scaffold.</p>	<p>Ask and answer more complex questions with a scaffold of responses.</p> <p>Express a wider range of opinions and begin to provide simple justifications.</p> <p>Converse briefly without prompts.</p> <p>Refer to everyday activities and interests, recent experiences and future plans.</p>
Grammar – How is spoken and written language organised?	<p>Show awareness of word classes and be aware of similarities in English.</p> <p>Name the gender of nouns, name the definite and indefinite articles for both genders and use correctly, say how to make the plural form of nouns.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Name nouns and present a simple rehearsed statement to a partner.</p>	<p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Say a at least two short sentences that may contain an adjective to describe people, places, things and actions.</p> <p>Name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular.</p> <p>Recognise and use partitive articles.</p>	<p>Demonstrate understanding of gender and number of nouns and use appropriate determiners.</p> <p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.</p> <p>Name and use a range of conjunctions to create compound sentences.</p> <p>Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present</p>	<p>Name and use a range of conjunctions to create compound sentences.</p> <p>Name all subject pronouns and use to conjugate high frequency verbs in the present tense.</p> <p>Follow a pattern to conjugate a regular verb in the present tense.</p> <p>Choose the correct tense of a verb (present / perfect / imperfect / future) according to context.</p>

		<p>Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p> <p>Recognise and use partitive articles.</p>	<p>tense and apply subject verb agreement.</p> <p>Recognise and use a range of prepositions.</p> <p>Recognise and use high frequency verbs in the perfect tense; compare with English.</p>	
Cultural Awareness – Where do people speak Spanish and what similarities and differences exist between their culture and ours?	<p>Look at where Spain is on a map.</p> <p>Look at an atlas and discover where Spanish is spoken.</p> <p>Begin to understand why Spanish is spoken in different parts of the world.</p>	<p>Look at Christmas celebrations in Spain.</p> <p>Discuss the differences between Christmas in Spain and Christmas in the UK.</p> <p>Consider how birthdays are celebrated in Spain.</p>	<p>Make links to Viva Espana geography topic.</p> <p>Compare the weather in Spain and the UK.</p> <p>Make a travel brochure summarising key facts about Spain.</p> <p>Consider traditional aspects of Spanish culture e.g. Spanish artist/ flamenco dancing/ Spanish games.</p>	<p>Research South American artists e.g. Frieda Kahlo and Diego Rivera.</p> <p>Understand and discuss the reason Spanish and Portuguese are spoken in South America.</p>
Sound and Intonation – How can we use our knowledge of Spanish phonics to communicate accurately?	<p>Name objects and actions and may link words with a simple connective.</p> <p>Identify individual sounds in words and pronounce accurately when modelled.</p> <p>Adapt intonation to ask questions or give instructions.</p>	<p>Start to recognise the sound of some letter strings in familiar words and pronounce when modelled.</p>	<p>Listen and show understanding of simple sentences containing familiar words through physical response.</p> <p>Listen and understand the main points from short, spoken material in the target language.</p>	<p>Listen and understand the main points and some detail from short, spoken material in Spanish.</p>
Expression – How can we communicate our needs, thoughts and feelings using the words we know?	<p>Use familiar vocabulary to say a short sentence using a language scaffold.</p> <p>Present simple rehearsed statements about themselves, objects and people to a partner.</p>	<p>Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p>	<p>Manipulate familiar language to present ideas and information in simple sentences.</p> <p>Present a range of ideas and information, without prompts, to a partner or small group of people.</p>	<p>Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</p>

