



Ark John Archer Primary Academy *MFL: Spanish*

MFL Spanish: Knowledge Progression Map (Years 3-6)

		Year 3	Year 4	Year 5	Year 6
Comprehension / Reception	Listening	<p>Can show understanding of a few single words and very short phrases through physical response, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><i>For example: very simple instructions: "Please be quiet" few words in a simple song/rhyme or included in the year topics: 'red car', 'small cat' greetings: 'Good morning', 'See you soon'.</i></p>	<p>Can show understanding of a few and short phrases included in the year topics through physical response, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><i>For example: 'How are you today?' 'Are you tired/bored?'</i></p>	<p>Can understand some phrases and short simple sentences related to the year topics, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><i>For example: 'Where are you going to go?' 'What does she/he like? He likes playing in the park'.</i></p>	<p>Can understand a range of familiar and some unfamiliar words, phrases and more complex sentences, provided they are spoken slowly and clearly in a defined context sometimes with visual aid. Can follow speech that is very slow and carefully articulated, with long pauses to assimilate meaning (e.g. simple descriptions of a place, object, person or action).</p> <p><i>For example: 'She likes to eat hot food and vegetables', 'I'm tired and sad today', 'Are you ready to start?', 'I need an umbrella for the rain'.</i></p>
	Reading	<p>Can recognise, read and understand a few single words accompanied by pictures from a song/rhyme and from the topics they are studying.</p> <p><i>For example: noun + colour: 'yellow fruit' or 'big house'.</i></p>	<p>Can recognise, read and understand a few familiar words and short phrases accompanied by pictures from a song/rhyme and from the topics mentioned.</p> <p><i>For example: article + noun (+ colour/adjective): 'the red house', 'the shops', 'the grandparents'</i></p>	<p>Can recognise, read and understand some familiar words, phrases and simple sentences in a short passage or familiar song, a single phrase at a time, sometimes with visual aid, and rereading as required concerning the topics mentioned. Can use a dictionary/ translator with support.</p> <p><i>For example: 'The playground and the café are nice', 'I like it when it's cold', 'Where are my friends?'</i></p>	<p>Can read and understand short, very simple texts, rereading as required, concerning the topics mentioned.</p> <p><i>For example: 'She studies maths, likes animals and lives in England. He studies English, he doesn't like sports and lives in Spain. They are friends.'</i></p> <p>Can use a dictionary/online translator.</p>
Expression / Production	Speaking	<p>Can use some basic, formulaic expressions.</p> <p><i>For example: 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'Sorry'.</i></p> <p>Can ask and answer very simple pre-learned rehearsed short questions for very basic information and understand 1-2 word answers.</p> <p><i>For example: 'What's your name?', 'How are you?', 'Where are you?' 'I'm ok', 'My name is ...'.</i></p>	<p>Can ask and answer simple and familiar pre-learned questions using short, rehearsed expressions for routine situations and relying on gestures to reinforce the information.</p> <p><i>For example: 'What are you eating?' 'What are you studying?'</i></p>	<p>Can ask and answer simple familiar rehearsed questions in areas of immediate need or on familiar topics producing short phrases and sentences relying on the help of the other speaker.</p> <p><i>For example: 'What does she/he do? She/he eats..'</i></p> <p>Can engage in a very basic conversation of a factual nature. (e.g. a short sentences/ questions about a story in a book; express feelings/interests).</p> <p><i>For example: 'Where does she/he live? He/she lives in...'</i></p>	<p>Can interact in a simple way but communication is totally dependent on repetition of speech, rephrasing and repair on a predictable topic delivered directly to him/her in clear and slow manner by a sympathetic speaker.</p> <p>Can engage in a simple conversation of a factual nature (e.g. questions about a familiar story in simple, short sentences/questions; express feelings and some opinions).</p> <p><i>For example: 'Where are they going? They are going to the park' 'Do you like dogs? No I don't like dogs, I like cats.'</i></p>
		<p>Can name things using simple rehearsed words and express a feeling using single words accompanied by body language.</p> <p><i>For example: 'happy,' 'tired', 'sad'.</i></p> <p>Can describe very simple things adding one adjective.</p> <p><i>For example: colour/size: 'blue notebook'.</i></p>	<p>Can produce very simple rehearsed phrases about themselves, people, objects, actions and places.</p> <p><i>For example: 'I play', 'I'm angry'.</i></p> <p>Can describe very simple things using words, single phrases and formulaic expressions, provided he/she can prepare in advance and use a model.</p> <p><i>For example: 'in the kitchen', 'the white bathroom'.</i></p>	<p>Can produce simple mainly isolated sentences about themselves, people, objects, actions and places.</p> <p><i>For example: 'I like', 'she/he likes'.</i></p> <p>Can describe things/people/places using simple phrases, formulaic expressions and possibly short sentences, provided he/she can prepare in advance and use a model.</p> <p><i>For example: 'I want food', 'I like the rain'.</i></p>	<p>Can produce sentences to describe themselves, people, objects, actions and places. Can describe simple aspects of everyday life in a series of sentences provided he/she can prepare in advance. Can tell a very simple short story prepared in advance.</p> <p><i>For example: 'In the summer they go to the park. They play sports and have a picnic. The weather is warm and they are happy.'</i></p>

	Writing	<p>Can recognise and write the letters of the alphabet. Can write simple words and basic phrases using a model. <i>For example: 'boring game' or 'fun park'.</i></p>	<p>Can write simple words and isolated short phrases to give basic information with the use of a model and visual aid. <i>For example: 'the supermarket', 'in the park', 'in the garden'.</i></p>	<p>Can write short sentences and basic descriptions of people, places, things and actions with a model and sometimes from memory. <i>For example: 'She goes by car', 'He is tired', 'on the red bus', 'He likes to eat fruit'.</i></p>	<p>Can write a basic text as a series of very short sentences using simple connectors (e.g. about hobbies, likes/dislikes, using simple words and expressions, with reference to a dictionary). <i>For example: "I like to play games and study Spanish. I go to school by bus. I live with my grandparents and have three pets."</i> Can adapt sentences to create new ones and manipulate language with support.</p>
Grammar		<p>Can show some awareness of simple nouns and adjectives position (colour/size). Can use 1st and 2nd person pronoun sing. with 1-2 high frequency verb forms with support. <i>For example: 'I have', 'You are'.</i></p>	<p>Can show awareness of the use of articles with a few nouns, position and agreement of a few adjectives, and 1st and 2nd sing. person pronoun with 2-3 high freq. verb forms. Can build a very short sentence with support. <i>For example: 'I study at school', 'you do sport'.</i></p>	<p>Can apply some rules of the use of articles, agreement of some adjectives, 1st, 2nd and 3rd person pronouns with a few high frequency verbs in the present tense, with support. Can build a short sentence. <i>For example: 'She has (a yellow car)' 'They eat in a restaurant. They are vegetarian.'</i></p>	<p>Can use some high frequency verb forms, nouns, articles and adjectives to form simple sentences using most personal pronouns, and have a basic repertoire of words and phrases related to people, places, things and actions. <i>For example: 'I go the shops. I have to buy clothes, They need a jacket.' 'Let's go to the restaurant and have some food. What do you like?'</i></p>

MFL Spanish: Content Progression Map (Years 3-6)

	Autumn Term	Spring Term	Summer Term
Year 3	El colegio (School)	El mundo animal (Animal world)	Vida Sana: deportes y comida (Healthy lifestyle: sports & food)
Grammar & Vocabulary	<p>Subject pronouns: <i>yo</i> (I)</p> <p>Verbs: infinitive – present – 1st person sing. <i>soy - estoy</i> (I am)</p> <p><i>tengo – me gusta – (I have - I like) vivo – voy</i> (I live - I go)</p> <p>Adjectives <i>bien – regular – mal</i> (good-regular-not good/bad)</p> <p><i>colores – números</i> (colours – numbers)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p> <p>Question words <i>¿Cómo...?</i> (How...?) <i>¿Dónde...?</i> (Where...?)</p>	<p>Subject pronouns: <i>tú</i> (you)</p> <p>Verbs: present – 2nd p. sing. <i>eres – estás - tienes</i> (you are – you have)</p> <p><i>te gusta - vives – vas</i> (you like – you live – you go)</p> <p>Adjectives <i>feliz – cansado – triste</i> (happy – tired – sad)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p> <p>Question words <i>¿Cómo ...estás?</i> (How... are you?) <i>¿Dónde ...vives/vas etc.?</i> (Where.. do you live/go?)</p>	<p>Subject pronouns: <i>yo – tú</i> (I – you)</p> <p>Verbs: present, 1st + 2nd p. sing. <i>soy/eres – estoy/estás - (I am/you are) tengo/tienes – me gusta/te gusta</i> (I have/you have – I like/you like)</p> <p><i>vivo/vives – voy/vas</i> (I live/you live – I go/ you go)</p> <p>Adjectives <i>aburrido - divertido</i> (boring – amusing/fun)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p> <p>Question words <i>¿Cómo... estás? Estás...</i> <i>¿Dónde... estás? Estoy...</i> (Where are you? I am...) <i>¿Qué... te gusta? Me gusta/no me gusta...</i> (What do you like? I like/don't like...)</p>
Year 4	Donde vivo: El barrio y la ciudad (Neighbourhood, town/city)	El hogar y la casa animal (House and home)	Personas que queremos: familia, amigos y maestros y comida (People we love: family, friends and teachers)
Grammar & Vocabulary	<p>Subject pronouns: <i>yo – tú</i> (I – you)</p> <p>Verbs: present 1st – 2nd p. sing. - infinitive <i>hago/haces</i> (I do – you do)</p> <p><i>quiero/quieres + infinitive</i> (I want – you want)</p> <p>Adjective agreement (gender) <i>cansado/a - aburrido/a – divertido/a</i> (tired – bored – having fun/amused)</p> <p><i>colours + gender</i> Prepositions: <i>a</i> (to/at)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p> <p>Question words <i>¿Cómo...?</i> (How do you...?) <i>¿Dónde quieres...?</i> (Where do you want...?) <i>Quiero...</i> (I want...) <i>¿Qué... quieres + infinitive [hacer]?</i> (What do you want to... [do]?) <i>Quiero + infinitive [hacer]...</i> I want to...</p>	<p>Verbs: present 1st – 2nd p. sing. - infinitive <i>como/comes</i> (I eat/you eat) <i>juego/juegas</i> (I play/you play)</p> <p>Adjectives (gender/number) Prepositions: <i>en</i> (in/on)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p> <p>Question words <i>¿Cómo se...?...</i> (How do you...?) <i>¿Dónde se...?</i> (Where do you...?) <i>¿Qué comes...? Como/no como...</i> (What do you eat...? I eat/don't eat...)</p>	<p>Subject pronouns: <i>yo – tú</i> (I – you)</p> <p>Verbs: present 1st – 2nd p. sing. - infinitive <i>estudio/estudias</i> (I study/you study)</p> <p>Adjectives: (gender/number) <i>Enfadada/o</i> (angry) Prepositions: <i>a – en</i> (to-at-in-on)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p> <p>Question words <i>¿Cómo se... ?</i> (How do you...?) <i>¿Dónde estudias... ?</i> (Where...?) <i>¿Qué estudias ... ? Estudio...</i> (What do you study? I study...)</p>

Year 5	Trabajo y tiempo libre (Work and leisure time)	Alrededor del mundo (Around the world)	Vacaciones y celebraciones (Holidays and festivities)
Grammar & Vocabulary	Subject pronouns : <i>Él – ella</i> (he – she) Verbs: present – 3 rd p. sing. masc. and fem. <i>es–está- tiene–legusta–va-vive</i> (he/she is – has – likes – goes – lives) Adjective agreement Prepositions: <i>a – en – de</i> (to – at – in – on – from - of) Selected (high frequency) topic nouns + articles: <i>la – las – el – los</i> (the) Question words <i>¿Cómo es...? (What’s he/she/it like?)</i> <i>¿Dónde tiene...? (Where does he/she it has...?)</i> <i>¿Qué hace/le gusta/quiere...?</i> (What does he/she/it do – like – want?) <i>¿Quién...? (who?)</i>	Subject pronouns : <i>Él – ella</i> (he – she) Verbs: present – 3 rd p. sing. masc. and fem. <i>hace - quiere – juega – come</i> (he/she/it does – wants – plays – eats) Adjective agreement Prepositions: <i>a – en - de</i> (to – at – in – on – from - of) Conjunctions: <i>y</i> (and) Selected (high frequency) topic nouns + articles: <i>la – las – el - los</i> (the) Question words <i>¿Cómo va...? (How does he/she go...?)</i> <i>¿Dónde vive/está...?</i> (Where does he/she live? Where is he/she?) <i>¿Qué</i> <i>te/le gusta...? (What do you like/ what does he/she</i> <i>like?)</i>	Subject pronouns: <i>El y ella</i> (introduce: <i>ellos/ellas</i>) (he/she - introduce: they) Verbs: present – 3 rd p. plural. masc. and fem. <i>son – están - tienen – les gusta – van - viven</i> (they are – have – like – go – live) Adjectives: number – gender + number Prepositions: <i>a–en-de</i> Conjunctions: <i>y + porque</i> (and - because) Selected (high frequency) topic nouns + articles: <i>la–las- el-los(the)</i> Question words <i>¿Cómo están...? Están cansados...</i> (How are they? They are tired...) <i>¿Dónde van...? Van a...</i> (Where do they go? They go to...) <i>¿Qué comen...? Comen...</i> (What do they eat...? They eat...) <i>¿Por qué? (Why?)</i>
Year 6	El cuerpo y la ropa (Body and clothes)	La naturaleza y el aire libre (The great outdoors: nature)	Historias: libros, películas y juegos (Films, books and games)
Grammar & Vocabulary	Subject pronouns: <i>Él y ella - ellos/as</i> he/she/they Verbs: Present - infinitive 3 rd p. sing. masc. and fem. 2 nd p. plural <i>hacen – quieren – juegan – comen</i> (they do/want/play/eat Adjectives: number – gender + number Prepositions: <i>a – en – de</i> (at/in/on/from/of) Conjunctions: <i>porque + y</i> (because/and) Selected (high frequency) topic nouns + articles: <i>la</i> <i>– las – el - los</i> (the) Question words <i>¿Cómo están...? Están cansados..</i> (How are they? They are tired...) <i>¿Dónde van...? Van al ...porque...</i> (Where do they go? They go to...because...) <i>¿Qué hacen...? Están ... porque...</i> (What are they doing? They are...because...) Introduce: <i>¿Cuándo...? (when...?)</i>	Subject pronouns: <i>tú y yo</i> (introduce: <i>nosotros/as</i>) (I/you: introduce : we) Verbs: Present – infinitive 1 st - 2 nd p. sing. 1 st p. plural m. and f. <i>somos – estamos - tenemos – vivimos - vamos</i> (We are/have/live/go) Adjectives: number – gender + number Prepositions: <i>a – en – de</i> (at/in/on/from/of) Conjunctions: <i>porque +</i> <i>y</i> (because/and) Selected (high frequency) topic nouns + articles: <i>la–las–el–los</i> (the) Question words <i>¿Cómo están...? Estamos cansados...</i> (How are you...? We are tired...) <i>¿Dónde vamos...? Vamos a ...</i> (Where do you go? We go to...) <i>¿Qué comen...? Comemos ...</i> (What do you eat...? We eat...)	Subject pronouns: <i>tú y yo - él y ella</i> (introduce: <i>nosotros/vosotros</i>) (I/you/he/she/it/introduce: you/they) Verbs: 1 st - 2 nd - 3 rd person sing. and plural m. and f. <i>Son/somos – están/estamos – tienen/tenemos – les gusta/nos</i> <i>gusta</i> (We/You are/have/like/dislike) Adjectives: number – gender + number Prepositions: <i>a – en – de</i> (at/in/on/from/of) Conjunctions: <i>porque + y</i> (because/and) Selected (high frequency) topic nouns + articles: <i>la – las – el - los</i> Question words <i>¿Cómo están...? Están cansados porque...</i> (How are they? They are tired because...) <i>¿Dónde están...? Están en ...</i> (Where are they?... They are...because...) <i>¿Qué comen...? Comen ... porque...</i> (What do they eat?... They eat...because...)