MFL progression of skills  
Due to the nature of language learning and acquisition, all strands (speaking, listening, reading, writing and grammar) are taught within most or all Spanish sessions, therefore coverage of skills in the form of a tick sheet is not appropriate for this foundation subject.

Coverage and progression of skills across the school can be found below:

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening** | With some support, I can listen to, recognise and repeat simple words and phrases.  With some support, I can start to join in with actions to accompany simple, familiar songs, stories and rhymes and start to say some of the words. | With some support, I can show understanding of simple words and phrases by responding with simple actions or simple spoken answers with increasing confidence and pronunciation.  With some support, I can join in with simple actions and words to simple, familiar songs, stories and rhymes from memory. | I can join in confidently with most of the actions in songs, stories and rhymes.  I can recognise the written form and meaning of most known vocabulary from the spoken word. | I can say/ sing short, familiar rhymes or songs from memory.  I can listen and recognise the meaning of simple sentences.  I can match sound to written text and recognise the meaning of familiar language. | I can join in readily with simple songs and stories, showing the ability to remember language. I can listen and understand the meaning of complex sentences made up of familiar language.  I can follow the text of a familiar song or story with more detailed language. I can sing or read aloud. I can understand most of the words. | I can listen to and understand complex sentences, answering questions or identifying key information.  I can follow and understand a song or story with more complex language. |
| **Speaking** | With some support, I can recognise and understand a familiar question and respond with a simple rehearsed response.  With some support, I can say the names of some familiar objects and basic phrases. | With some support, I can take part in basic role plays on a familiar topic with simple questions and rehearsed responses.  With some support, I can say the names of some simple, familiar objects and basic phrases and can start to use basic language structures with increasing confidence and pronunciation | I can answer most questions confidently (greetings, name, age, how you are today, favourite colour/ animal).  I can use 'I have' and 'It is' to form simple sentences. I can use gestures confidently to reinforce simple punctuation, (capital letter, comma and full stop).  I can adapt model sentences to describe things (nouns + adjectives). I can join in confidently with story re-telling. | I can ask and answer a few familiar questions with little support.  I can use 'In my opinion' and 'I think that'. I can signal a problem and ask for help 'I have a problem', 'Can you help me?'  I can speak in simple sentences, including nouns and adjectives. | I can ask and answer a variety of questions with support.  I can express likes and dislikes, some opinions and reasons and can ask 'Do you like?' and 'Why do you/ don't you like? I can signal a problem, I can ask for help and can give additional details when asked.  I can speak using some complex sentences (noun, adjectives, verb, adverbial phrase).  I can say a variety of sentences describing what people do (what someone eats for different meals or what sports someone plays / uses 1st and 3rd person singular). | I can engage in short conversations using familiar language.  I can express likes and dislikes, some opinions and reasons and can ask 'Do you like' and 'Why do you/ don't you like?'. I can signal a problem, I can ask for help and can give additional details when asked.  I can say complex sentences, using 'because' and other subordinating conjunctions.  I can speak using complex sentences (with a subordinate clause). |
| **Reading** | N/A | N/A | I can read and recognise most familiar vocabulary.  I can enjoy participating in stories, songs and poems and show the ability to retain some of the words through repetition.  I can make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher.  I can respond well to teacher questioning/ prompting to understand new words, (If this means X, what could Y mean?). | I can read and understand simple sentences, including noun and adjectives.  I can enjoy participating in stories, songs and poems and can show the ability to retain some of the words through repetition.  I can read familiar words with good pronunciation.  I can understand some new words introduced into familiar text, especially but not exclusively if they are cognates. | I can read and understand complex sentences (noun, adjectives, verb, adverbial phrase).  I can enjoy listening to/ watching target language stories, songs, etc. and I am able to pick out and understand familiar words.  I can read aloud confidently familiar words observing particular pronunciation rules (silent letters, accent/ stress markers, etc.) and some unknown cognates.  I can demonstrate the ability to use cognates, logic and some grammatical understanding to decode the meaning of some new words.  I know 1, the parts of the dictionary; 2, what the codes (nf, nm, etc.) mean. I am confident with alphabetical order. I can find the meanings of new words. | I can read and understand some complex sentences (with a subordinate clause).  I can enjoy listening to/ watching target language stories, songs, etc. and I am able to pick out and understand familiar words.  I can pronounce some unfamiliar words in a sentence using phonic knowledge.  I can understand new words in short, familiar texts, using a range of strategies.  I can use a dictionary to research new nouns and adjectives and use them actively in sentences with some success. |
| **Writing** | N/A | N/A | I can write some known words and short phrases from memory with understandable spelling.  I can substitute and adapt noun-adjective collocations in simple sentences (using oso pardo story to change colour- animal combinations in sentences with tengo/ es un/ una)  I can follow and adapt a model to create a few short phrases with nouns and adjectives, creating for example a mini-book. | I can write a few simple sentences from memory with understandable accuracy.  I can use a model including words and short phrases to create new versions (party invitation, birthday card).  I can write some simple sentences with nouns and adjectives, which may/ may not be placed correctly. | I can write some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold /first letter cues for each word) with understandable accuracy.  I can adapt a range of simple and complex sentences to create new sentences.  I can write a variety of sentences describing what people do (what someone eats for different meals or what sports someone plays (I can use 1st and 3rd person singular). | I can write simple and some complex familiar sentences from memory with understandable accuracy.  I can use a model paragraph to produce a new paragraph with good accuracy.  I can write some complex sentences (with a subordinate clause) by manipulating language using a language scaffold or a bi-lingual dictionary, with some success. |
| **Grammar** | N/A | N/A | I can usually use the correct indefinite article in practice activities - independent use is more variable.  I can recognise and say singular and plural nouns, differentiating between them.  I can place and agree some familiar adjectives correctly in practice activities.  I can use 'I have', 'It is', 'They are', 'There is' but may confuse their meaning and use.  I can use 'and' and 'but' with some confidence. | I understand the meaning of indefinite/ definite articles in singular and plural. I have some inaccuracy in own use.  I often use singular and plural nouns correctly, but may sometimes overlook.  I can use the most familiar adjectives and noun combinations correctly in terms of place and gender/ number agreement.  I can use simple 3rd person singular verbs to describe others (has, is)  I can understand all and can use in structured tasks some sequencers and prepositions. | I can demonstrate awareness of different uses of articles in English and the target language and beginning to apply this.  I usually am secure with use of singular and plural forms.  I can agree adjectives in reasons after 'because it is/ they are', remembering with some consistency to match number and gender.  I can recognise the meaning of the subject pronouns and their matching verb endings in the present tense. I can use a range of 1st person present tense verbs correctly.  I can incorporate days of the week and other time phrases into spoken and written expression, with some precision. | I can demonstrate a good grasp of the basic grammatical concepts encountered and can apply them.  I can use a range of common verbs, including in the negative form, most often in the 1st person.  I can use subordinating connectives 'if' and 'because'. |

Whole school MFL Progression of skills