



MFL Spanish – A Progression of Knowledge & Skills				
Year group	term	LA Unit	skills speaking and listening; reading and writing	knowledge phonics, vocabulary and grammar
Y3	aut Invaders & settlers	Lam learning Spanish & Phonics L1*	Unit composite: <i>talking about Spain</i> <ul style="list-style-type: none"> start to build a picture of Spain and Spanish culture 	
			To locate Spain, Madrid and a few key cities on a map	To know where Spain is on a map of Europe and the world To know how cities are indicated on a map typical Spanish dishes, traditional Spanish culture
			Unit composites: <i>introducing ourselves</i> <ul style="list-style-type: none"> engage in conversations; ask and answer questions about ourselves read carefully and show understanding of words and phrases Greetings Name Vocabulary Question and Response	
			To say our name To say how we are feeling To count and read the numbers from 1-10	To know language to ask what someone's name is, how they are feeling and reply To know numbers 1-10
			Unit composites <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words 	
	To say and read 10 key colours To sing along in Spanish, following karaoke words (Una niña)	To know 10 key colours To know phonics*: ch in ocho; j in rojo and naranja; ñ in España; ll in amarillo; rr in marron		
	spr Superhumans	Ancient Britain	Unit composite: <i>talking about ancient Britain</i> <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures. 	
			To name six periods of ancient Britain, in chronological order (in Spanish) To say three types of people who lived in ancient Britain, where they lived and what their hunting tool was (in Spanish)	To know first person form for I am (soy); I have (tengo); and I live (vivo) To know language concerning ancient Britain
			Unit composite: <i>writing about ancient Britain</i> <ul style="list-style-type: none"> describe people and places orally and in writing 	





		<p>To write and present orally a short paragraph as a person from ancient Britain</p>	<p>To know high frequency verbs (soy, tengo, vivo) To know language concerning ancient Britain To know the Spanish pronoun yo (I) is missing and just verb used</p>
		<p>Unit composite</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <p>Spanish Alphabet</p>	
		<p>To be able to accurately say the words: hacha & choza, Anglosajones & mujer, Gran Bretaña, hierro</p>	<p>To know phonics: ch, j, ñ, ll, rr ch sound in hacha & choza J sound in Anglosajones & mujer ñ sound in Gran Bretaña rr sound in hierro To know accents can only be written over vowels and indicate that they are stressed To know ñ tilde changes n to ny sound as in onion</p>
<p>sum Rainforest Explorers</p>	<p>Fruits</p>	<p>Unit composite</p> <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied: feminine, masculine and neuter forms and how these differ from or are similar to English 	
		<p>To match nouns to the correct determiner/article To make nouns (fruit) plural To look and listen closely as Spanish can be very different from English</p>	<p>To know there are nouns and articles/determiners in Spanish just as there are in English To know nouns in Spanish are masculine or feminine (this has nothing to do with what they look like). To know gender will affect other words in a sentence like indefinite articles/determiner (un/una,) and plural definite article/determiner is los/las in Spanish To know questions start with an inverted question mark To know vocabulary for fruit</p>
		<p>Unit composites: expressing preferences about fruit</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding write phrases from memory and adapt these to create new sentences 	
		<p>To name, recognise and remember 10 fruits To say what fruits are liked and liked To spell fruits (sing and pl) and match to their correct determiner/article</p>	<p>To know vocabulary for fruit language</p>





			To ask and answer questions about likes and dislikes	
			Unit composite <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	
			To say names for fruits	To know: phonics: ch, j, ñ, ll, rr J sound in naranja stress placement for words ending in vowels or n/s To know accents can only be written over vowels and indicate that they are stressed

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Y4	aut Rise of the Robots	Presenting myself & phonics L2*	Unit composites: introducing and giving information about ourselves <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures. engage in conversations; ask and answer questions 	
			To say name, age and where you live To ask somebody how they are feeling and give an appropriate response in return To ask somebody their age, name and where they live	To know language to ask what someone's name is and how they are feeling and reply (revision from aut Y3) To know language to ask age, name, where live and nationality To know first person verbs: soy (I am), tengo (I have), vivo (I live), llamo (I am called)
			Unit composite <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including feminine and masculine forms - <i>adjectival agreement</i>, and how these differ from or are similar to English. 	
			To say, read and write nationality	To know the concept of adjectival agreement in the simplest form To add 'a' to adjective (nationality - English/Spanish) to indicate female use of inverted question mark (revision Y3 spr)
			Unit composites <ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words appreciate stories, songs, poems and rhymes in the language 	
			To count to 20 in Spanish To sing along in Spanish, following karaoke words (Ca la casa) To listen to and discuss stories and poems and self	To know: Phonics*: ca, ce, ci, co, cu catorce, once, doce, trece, cinco, cincuenta, cien, cómo, cuatro, cuántos
		family	Unit composite: writing about ourselves and our families describe people and places orally and in writing	





spr	All the World's A Stage	<p>To Talk simply about family in Spanish To say your name, age and relationship of family members To write a sequence of sentences about family</p>	<p>To know first person verbs: soy (I am), tengo (I have), vivo (I live), llamo (I am called) (revision from Y4 aut) To know nouns for family members: language for name/age/where you live/nationality (revision from Y4 aut) numbers up to 100 To know possessive adjectives (my form)</p>
		<p>Unit composite</p> <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	
		<p>To talk and write about family</p>	<p>To know <i>parts of speech</i> and their 'job' in a sentence (relate to English SPAG) To know adjectival agreement (revision Y4 aut) To know possessive <i>adjectives</i> mi and mis To know <i>nouns</i> - gender and the impact on choice of <i>article/determiner</i></p>
		<p>Unit composite</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	
sum	Extreme Earth	<p>To say only child To talk about brother and sister To say ages</p>	<p>To know: Phonics: ca, ci, co, cu única, cien, único, cuarenta, cincuenta stress - her- man - o, her - man- a To know that accents can only be written over vowels and indicate stress (revision Y3)</p>
		<p>Unit composite: talking about and describing everyday school items</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding present ideas and information orally 	
		<p>To say what you have in your school bag To describe items in school bag To follow simple classroom commands</p>	<p>To know: tengo (I have) and come from verb tener revision: Yo often omitted (revision) You can tell who is doing action from verb vocabulary concerning items in school bag (lápiz, bolígrafo etc) To know unctuation can be different - inverted question mark</p>
<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied: use <i>negative form</i> for verbs and <i>gender</i> for nouns 			





			<p>To say what you do not have in your school bag</p>	<p>To know how to construct negative form: no tengo (I don't have)</p> <p>To know nouns have gender, which affects choice of article/determiner (revision Y3 sum)</p>
			<p>Unit composite</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	
			<p>To talk and write about contents of pencil case with correct pronunciation</p>	<p>To know:</p> <p>Phonics: CA CE CI CO CU</p> <p>CA sound in calculadora & cartera; CE sound in cerrad; CI sound in silencio</p> <p>CU sound in escuchad.</p> <p>Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.</p> <p>Accents can only be written over vowels and indicate the vowel is stressed. They can also indicate a question as in the word qué.</p>

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Y5	aut Meet the Greeks	Pets phonics L3	Unit composite: <i>talking about pets</i> engage in conversations; ask and answer questions	
			<p>To ask someone about their pets and respond to questions about pets</p> <p>To apply knowledge about articles/determiners (Y3 sum & Y4 spr)</p> <p>To apply knowledge about nouns and gender (Y3 sum)</p>	<p>To know conjunctions y (and) and pero (but)</p> <p>To know nouns and articles for pets</p> <p>verbs tengo; negative no tengo</p> <p>language for personal details (name/age/where live) revision (Y3 & 4)</p>
			Unit composite: <i>describing pets (in simple terms)</i> <ul style="list-style-type: none"> broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary 	
			<p>To use contextual clues to read and comprehend sentences about pets</p>	<p>To know colour vocabulary revision (Y3)</p> <p>To know the verb tengo</p> <p>To know negative forms: no tengo revision (Y4)</p>
			Unit composite	
		<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words 		





		<p>To accurately say gato, tortuga, gorra and abrigo</p> <p>To sing along in Spanish, following karaoke words (Como suenan las vocales?)</p>	<p>To know: GA GE GI GO GU GA sound in gato & tortuga GO sound in gorra & abrigo</p> <p>To know stress Placement: For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rra.</p> <p>To know accents: Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.</p>
spr Space Race	date	<p>Unit composite: talking about dates, including birthdays engage in conversations; ask and answer questions; seek clarification and help</p>	
		<p>To be able to formulate date To ask what the date is, To ask somebody when their birthday is, To say when own birthday is</p>	<p>To know vocabulary from introducing yourself units revision (aut 3&4) To know vocabulary for days of week, To know months of the year and revision of numbers 1-31 To know ordinal and cardinal numbers To know no <i>nd</i>, <i>rd</i> and <i>th</i> after number as in English</p>
		<p>Unit composite read carefully and show understanding of words, phrases and simple writing</p>	
		<p>To read and recall 12 months of the year To read and record date, own and others' birthdays</p>	<p>To know spelling of vocabulary from introducing yourself units revision (aut 3&4) To know the spellings for days of week, months of year (no capital letters for months and days, ordinal and cardinal numbers)</p>
		<p>Unit composite develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	





		<p>To accurately say domingo, agosto, a-bril etc</p> <p>To say ny in cumpleaños</p> <p>To say hoy as 'oy'</p>	<p>To know:</p> <p>phonics: GA GE GI GO GU</p> <p>To know words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable</p> <p>To know words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta</p> <p>To know accents can only be written over vowels in Spanish and indicate the vowel is stressed as seen in sá-ba-do and miér-co-les.</p> <p>To know Ñ tilde changes the 'n' to a 'ny' sound (as in onion) and is another letter (not just phoneme).</p> <p>To know 'H' is always silent (unless it is a word of foreign origin)</p>
<p>sum</p> <p>Eco-Warriors</p>	<p>clothes</p>	<p>Unit composite: talking about what you and others are wearing engage in conversations; ask and answer questions; seek clarification and help</p>	
		<p>To talk about what you are wearing and ask others what they are wearing</p>	<p>To know vocabulary for items of clothing</p> <p>To know adjectives of colour</p> <p>To understand adjectival agreement (revision)</p> <p>To know first and second person forms for the verb llevar (to wear)</p>
		<p>Unit composite broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p>	
		<p>To start to apply rules connected to adjectival agreement correctly to understand others (in reading and writing) and create more interesting extended sentences</p>	<p>To know vocabulary for items of clothing</p> <p>To know adjectives of colour</p> <p>to know adjectival agreement (revision)</p> <p>To know first and second person forms for the verb llevar (to wear)</p>
		<p>Unit composite understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	
		<p>To conjugate present tense for regular -ar verbs</p>	<p>To know that in Spanish verb is different according to who is doing the action (revision)</p> <p>To know the different verb endings for llevar in present tense</p>





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Y6	aut The World at War	at school Phonics L4	Unit composite: talking about what we like and dislike about school and why engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		
			To give personal details (revision) To say what you like and do not like about school	To know nouns and articles for subjects in school To know positive and negative opinions: me gusta, no me gusta To know target question: ¿Qué te gusta? variety of justifications (es aburrido, es difícil, es divertido etc) To know some vocabulary associate with time	
			Unit composites <ul style="list-style-type: none"> write phrases from memory and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 		
			To write about likes and dislikes at school	To know spelling of vocabulary from above/phonics knowledge	
			Unit composite explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words appreciate stories, songs, poems and rhymes in the language		
			To sing along in Spanish, following karaoke words (La vaca va al río) To listen to and discuss stories and poems about school	To know: phonic sounds for: b, v, cc, qu and z	
	spr Rivers of Time	weekend	Unit composites: talking about what we like to do at the weekend describe people, places, things and actions orally and in writing engage in conversations; ask and answer questions; express opinions and respond to those of others		
			To tell the time in Spanish using quarter past, half past and quarter to To say and write what to do at the weekend To extend sentences talking about when and opinions	To know time vocabulary (revision Y6 aut) personal details revision To know first person singular high frequency verbs: voy, juego revision ; veo, leo (new) To know conjunctions: después, y, mas tarde language for likes and dislikes (revision)	
			Unit composite present ideas and information orally to a range of audiences		
			To write at moderate length about weekend activities and present to the class	(as above) To know phonic and spelling knowledge for vocabulary remembering inverted question marks	
		Unit composite develop accurate pronunciation and intonation so that others			



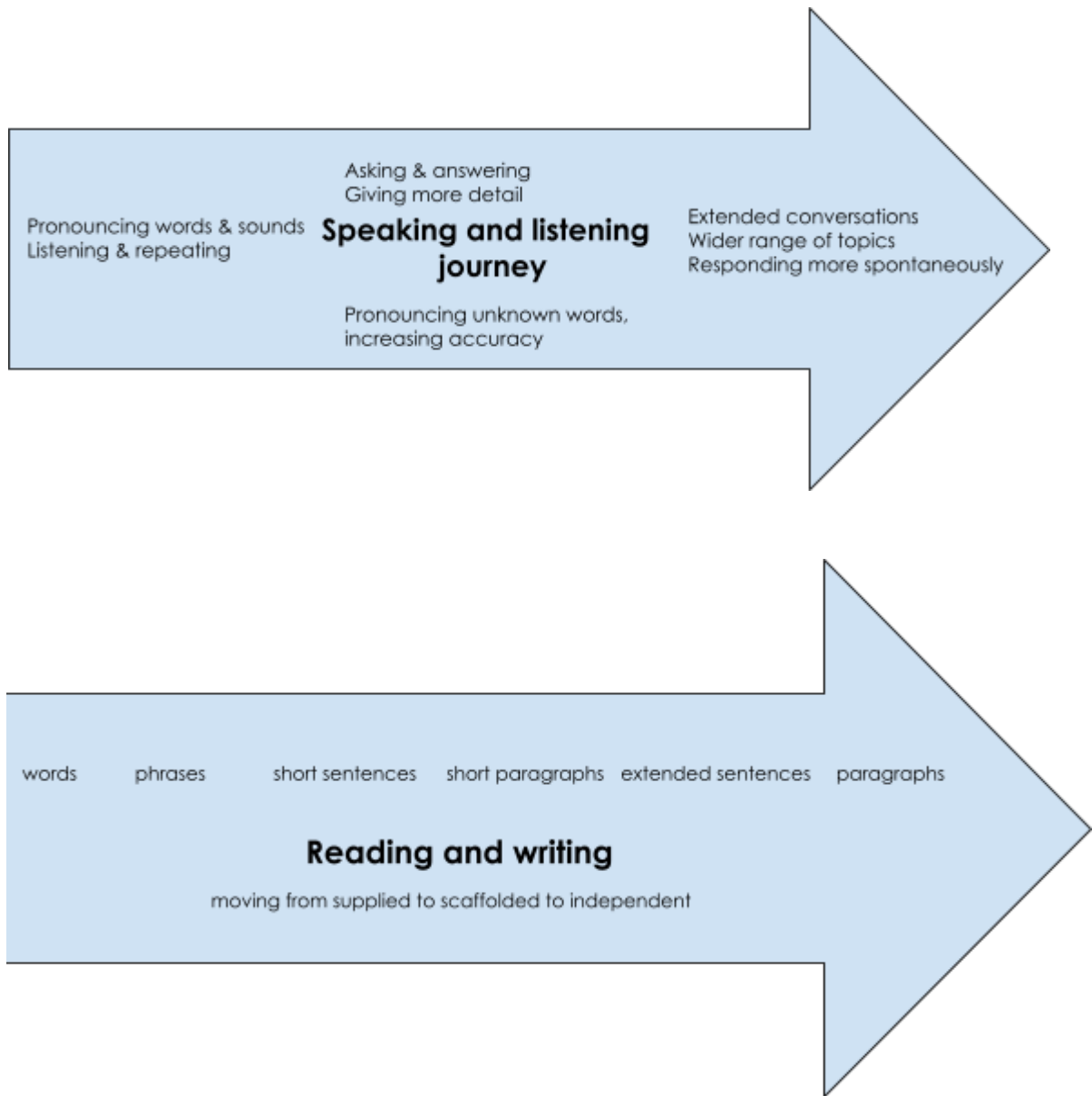


		<p>understand when they are reading aloud or using familiar words and phrases</p>	
		<p>To accurately pronounce words e.g. of aburrído; voy, veo, divertido & levanto</p>	<p>To know: Phonics B, V CC QU Z; focus: B sound in aburrído; V sound in voy, veo, divertido & levanto To know words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-ri-do. To know accents can only be written over vowels in Spanish and indicate the vowel is stressed e.g. in-cre-í-ble. To know H' is always silent in Spanish as in the word verb horrible (unless it is a word of foreign origin). It is pronounced orrible</p>
		<p>Unit composite: <i>talking about myself in role as a Viking</i> present ideas and information orally to a range of audiences</p>	
		<p>To talk about myself (from memory) To talk about my routine To talk about another person and their routine To name six periods of ancient Britain revision Y3 To extend description of self to include additional information (e.g. about height and hair colour)</p>	<p>To know basic knowledge of possessive adjectives and adjectival agreement revision To know adjectives related to appearance such as tall, short, hair colour</p>
		<p>Unit composites: <i>decoding and writing longer pieces of written work</i> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory and adapt these to create new sentences, to express ideas clearly</p>	
sum	Vikings	<p>To decode longer and less familiar language To write and present longer and more accurate pieces based on Viking characters (typical day) To apply knowledge of expressing time and activities To apply grammar previously taught to ensure accuracy</p>	<p>To know language based on the Viking characters: a wider range of adjectives, conjunctions, and reflexive verbs.</p>
Who Am I?		<p>Unit composite understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	
		<p>To write about daily life of Vikings To apply grammar knowledge from previous units (including accurate use of ser and tener) To accurately use adjectives To start to use reflexive verbs</p>	<p>To know adjectival agreement To know high frequency regular & irregular verbs (tener and ser) To know conjunctions, possessives & reflexive verbs.</p>





The PKS is built on the three pillars of phonics, vocabulary and grammar and the core skills of speaking and listening, reading and writing. In very simple terms, the progression journey for Spanish (from Y3 to 6) looks like this:



Phonics Lesson 1	Phonics Lesson 2	Phonics Lesson 3	Phonics Lesson 4
I Am Learning...	Presenting Myself	Pets	At School
Musical Instruments / Ancient Britain	Family	Date	Weekend
Fruits or Vegetables	My Home / In Class	Clothes	Me In The World / Vikings

