

How Wood MFL Spanish Language Skills Progression



	By the end of their first year of Spanish pupils have had opportunities to:	By the end of their second year of Spanish pupils have had opportunities to:	By the end of their third year of Spanish pupils have had opportunities to:	By the end of their fourth year of Spanish pupils have had opportunities to:
Oracy Speaking and Listening	Listen, repeat and begin to understand key words from authentic language like songs rhymes and stories. Demonstrate understanding with non-verbal response, with or without support.	Listen to, and understand short sentences and a wider range of songs, rhymes, stories and TL about familiar themes. Demonstrate understanding with short verbal response, increasingly without support.	Listen to and understand longer sentences from authentic language sometimes containing new words. i.e understand cartoons increasingly without support.	Listen understand and respond to short passages sometimes containing new words in authentic language. i.e. understand and respond to fairy tales independently.
	Respond to simple questions.	Respond to and ask simple questions.	Respond and ask a number of questions in sequence to hold a short conversation.	Respond and ask a wider range of questions in turn to hold a conversation.
	Express own likes and dislikes with word or short phrase.	Express own and others' likes and dislikes. Understand opinion of others.	Understand and express opinions giving justifications.	Understand and express a wider range of opinions giving justifications.
	Produce simple sentences with support. Begin to use TL to ask for help spontaneously.	Produce simple sentences with or without support. Begin to understand and use high frequency TL.	Use pupil TL possibly with some improvisation.	Use pupil TL frequently and well possibly with some improvisation.
	Name things to give information. (Can be in unison)	Name and describe things to give information.	Give a short presentation or explanation using wider range of phrases on a given topic.	Give a short presentation or explanation with reasonable confidence on a range of topics.
	Understand that sounds of TL and spelling may differ from English.	Use intonation to form questions in TL.	Use phonic awareness when reading TL out loud.	Understand how to form sentences in TL. Speak with good pronunciation and confidence.

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Literacy Reading And Writing	Read and understand familiar words in TL.	Read and understand phrases and decode simple sentences in TL.	Read, understand, respond and perform a wider range of oral texts in TL on familiar and unfamiliar topics.	Read a range of texts with some unfamiliar language independently. Demonstrate understanding and respond.
	Identify cognates.	Use simple reading strategies to decode sentences in TL.	Read and understand more complex sentences, picking out the key information from short passages in the TL.	Decode longer texts in TL by using a range of reading strategies.
	Use a glossary to check meaning.	Use a bilingual dictionary to find out meanings of unfamiliar words.	Use a bilingual dictionary to find out meaning of unfamiliar words. Use a range of reading strategies.	Use a bilingual dictionary to find out meaning of unfamiliar words.
	Recognise familiar stories in TL using simple reading strategies like picture cues and pick out some words.	Recognise different types of writing, i.e. a recipe, story or poem, using reading strategies like format and picking out phrases.	Adapt texts (stories) to create new sentences and their own piece with support.	Read and demonstrate understanding of key language increasingly without support. i.e. reply to letters.
	Use familiar words to label and sometimes create short sentences.	Use familiar words to create short sentences with scaffolding.	Produce longer sentences using familiar and unfamiliar language with support.	Produce longer sentences using familiar and unfamiliar language increasingly without support.
	Write words from memory with recognisable spelling.	Write simple phrases from memory with recognisable spelling.	Adapt language from memory to make new sentences.	Adapt language from memory to make complex sentences.
	Use familiar language to produce written work with given format. i.e. simple picture book. (words and phrases with support.)	Use familiar language to produce written work in different formats, diary, story and poems. (phrases with and without support.)	Produce written work in different formats, i.e. letters, leaflets and stories.	Produce written work in different formats, i.e. letters, playscripts and brochures.

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Grammar and Phonics	find out that sounds and spellings in TL may differ from English	Associate certain phonemes with graphemes in TL	Use nouns, verbs and adjectives with increasing accuracy to add detail.	Use nouns, verbs and adjectives with increasing accuracy to add detail.
	Can copy sounds of TL with some accuracy.	Use intonation when asking questions.	Use connectives to form extended sentences.	Use connectives to form extended sentences.
	Understand parts of speech – nouns verbs and adjectives in TL with support	Understand parts of speech – nouns verbs and adjectives in TL with and without support	Conjugate regular high frequency verbs in present tense and other high frequency irregular verbs with support.	Conjugate regular high frequency verbs in present tense and other high frequency irregular verbs independently.
	Produce sentences that show emerging grammatical understanding with support	Produce sentences that show emerging grammatical understanding without support	Use negative form	Use negative form
	Understand similarities and differences between TL and English, i.e. gender of nouns, and formation of plural nouns.	Understand similarities and differences between TL and English, i.e. gender of nouns, adjectival agreement and position, formation of plural nouns.	Relate and compare English and TL grammar by recognising cognates or near cognates.	Relate and compare English and TL grammar by recognising cognates or near cognates. Begin to transcribe words or parts of words as phonetic knowledge develops.