

Progression Map

Modern Foreign Languages



	Year 3	Year 4	Year 5	Year 6
1. Listen attentively to spoken language and show understanding by joining in and responding.	<p>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</p> <p>b) Show understanding by joining in, for example with conversations, stories and songs.</p> <p>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</p>	<p>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</p> <p>b) Show understanding by joining in, for example with conversations, stories and songs.</p> <p>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</p>	<p>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</p> <p>b) Show understanding by joining in, for example with conversations, stories and songs.</p> <p>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</p>	<p>a) Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos.</p> <p>b) Show understanding by joining in, for example with conversations, stories and songs.</p> <p>c) Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.</p>
2. Explore the patterns and sounds of language through songs and rhymes and the link	<p>a) Learn actions which link to phonemes in</p>	<p>a) Learn actions which link to phonemes in Spanish (e.g. z, a, qu, r, j,</p>	<p>a) Learn actions which link to phonemes in</p>	<p>a) Use prior knowledge of phonemes taught in years 3-5 and apply these to new language.</p>

<p>the spelling, sound and meaning of words.</p>	<p>Spanish (e.g. j, r, ci, z, co)</p> <p>b) Be able to make the phoneme-grapheme link in Spanish.</p> <p>c) Be able to say and understand rhymes such as tongue twisters.</p> <p>d) Listen and join in with stories and songs.</p>	<p>soft c and i)</p> <p>b) Be able to make the phoneme-grapheme link in Spanish.</p> <p>c) Be able to say and understand rhymes such as tongue twisters.</p> <p>d) Listen and join in with stories and songs.</p>	<p>Spanish (e.g. e,i and j)</p> <p>b) Be able to make the phoneme-grapheme link in Spanish.</p> <p>c) Know and apply the rules for silent letters such as 'h'.</p> <p>d) Be able to say and understand rhymes such as tongue twisters.</p> <p>e) Listen and join in with stories and songs.</p>	<p>b) Know and apply the rules for silent letters such as 'h'.</p> <p>c) Be able to say and understand rhymes such as tongue twisters.</p> <p>d) Listen and join in with stories and songs.</p>
<p>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>a) Exchange common greetings such as <i>hola</i>, <i>buenos días</i>, <i>adiós</i> and <i>¿qué tal?</i></p> <p>b) Understand and give personal information such as name, age, likes and dislikes.</p> <p>c) Be able to use <i>sí</i> and <i>no</i>.</p>	<p>a) Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing.</p> <p>b) Understand how to form the typical Spanish structure of a question.</p>	<p>a) Exchange common greetings such as <i>buenos días</i>, <i>hola</i>, <i>adiós</i>, <i>hasta luego</i> and <i>¿qué tal?</i></p> <p>b) Understand and give personal information such as hobbies and sports liked and disliked, clothing worn.</p>	<p>a) Be able to ask for and tell the time.</p> <p>b) Understand and describe one's daily routine.</p> <p>c) Be able to ask for and understand directions in a town.</p> <p>d) Be able to buy food in a shop and café and understand prices.</p>
<p>4. Speak in sentences using familiar vocabulary, phrases and basic language structures.</p>	<p>a) Be able to follow a model to ask and answer a variety of questions.</p> <p>b) Be able to speak in sentences to say what</p>	<p>a) Be able to follow a model to ask and answer a variety of questions.</p> <p>b) Be able to speak in sentences to say what something is (<i>es</i> + a noun),</p>	<p>a) Be able to follow a model to ask and answer a variety of questions.</p> <p>b) Be able to speak in sentences to say what</p>	<p>a) Be able to follow a model to ask and answer a variety of questions such as what time it is, to ask for food in a shop and cafe.</p> <p>b) Be able to speak in sentences to say what</p>

	<p>something is (<i>es</i> + a noun), what you have (<i>tengo</i> + a noun), who you are (<i>soy</i> + a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <p>c) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</p> <p>d) Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences.</p>	<p>what you have (<i>tengo</i> & <i>tiene</i> + a noun), who you are (<i>soy</i> & <i>es</i> + a noun/ name), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <p>c) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</p> <p>d) Be able to use simple conjunctions, <i>y</i>, <i>porque</i> and <i>pero</i> in sentences.</p> <p>e) Be able to give reasons for opinions.</p>	<p>something is (<i>es</i> + a noun), and use parts of the verb <i>tener</i> (<i>tengo, tienes, tiene</i> + a noun), parts of the verb <i>être</i> (<i>soy, eres, es</i>), what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <p>c) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</p> <p>d) Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>.</p>	<p>something is (<i>es</i> + a noun), and use all parts of the verb <i>tener, ser</i> and <i>ir</i>, what you would like (<i>quisiera</i> + a noun) using a series of familiar vocabulary.</p> <p>c) Be able to use the correct article (<i>un/una/el/la/los/las</i>) with a noun when speaking in simple sentences.</p> <p>d) Be able to use simple conjunctions, <i>y</i> and <i>pero</i> in sentences as well as <i>para</i>.</p>
<p>5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</p> <p>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</p>	<p>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</p> <p>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</p>	<p>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</p> <p>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</p>	<p>a) Develop accurate pronunciation using a phonics approach to decoding and reading.</p> <p>b) Copy accurate pronunciation and intonation from native speaker audio and video recordings.</p>
<p>6. Present ideas and information orally to a range of audiences.</p>	<p>a) Be able to present information such as personal details and opinions in pairs, groups</p>	<p>a) Be able to present information such as personal details and opinions with reasons in</p>	<p>a) Be able to present information such as sports and hobbies which the child takes part in and</p>	<p>a) Be able to present information about a famous Spanish city.</p>

	<p>and to the whole class.</p> <p>b) Be able to present this information in the form of a song or rap written and performed.</p>	<p>pairs, groups and to the whole class.</p> <p>b) Be able to present information in the form of an authentic French poem memorised and performed.</p>	<p>opinions in pairs, groups and to the whole class.</p> <p>b) Be able to present this information in the form of a song or rap written and performed.</p>	<p>b) Be able to perform a play to an audience.</p>
<p>7. Read carefully and show understanding of words, phrases and simple writing.</p>	<p>a) Read aloud stories, songs and raps containing familiar language and structures.</p> <p>b) Demonstrate accurate pronunciation and intonation.</p>	<p>a) Read aloud stories, songs and raps containing familiar language and structures.</p> <p>b) Demonstrate accurate pronunciation and intonation.</p>	<p>a) Read aloud stories, songs and raps containing familiar language and structures.</p> <p>b) Demonstrate accurate pronunciation and intonation.</p>	<p>a) Read aloud stories, songs and raps containing familiar language and structures.</p> <p>b) Demonstrate accurate pronunciation and intonation.</p>
<p>8. Appreciate stories, songs, poems and rhymes in the language.</p>	<p>a) Listen to and interact with stories using verbal and non-verbal responses.</p> <p>b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</p>	<p>a) Listen to and interact with stories using verbal and non-verbal responses.</p> <p>b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</p>	<p>a) Listen to and interact with stories in different tenses using verbal and non-verbal responses.</p> <p>b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</p>	<p>a) Listen to and interact with stories in different tenses using verbal and non-verbal responses.</p> <p>b) Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.</p>
<p>9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through</p>	<p>a) Know how to work out the meaning of new words using context, pictorial clues and</p>	<p>a) Know how to work out the meaning of new words using context, pictorial clues and</p>	<p>a) Know how to work out the meaning of new words using context, pictorial clues and</p>	<p>a) Know how to work out the meaning of new words using context, pictorial clues and knowledge of English.</p>

<p>using a dictionary.</p>	<p>knowledge of English.</p> <p>b) Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words.</p> <p>c) Start to use web or paper-based bilingual dictionaries.</p>	<p>knowledge of English.</p> <p>b) Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders.</p>	<p>knowledge of English.</p> <p>b) Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.</p>	<p>b) Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.</p>
<p>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>a) Write sentences and short texts from memory or by using writing frames or picture clues if required.</p>	<p>a) Write sentences and short texts from memory or by using writing frames or picture clues if required. Be able to adapt language to create new sentences.</p>	<p>a) Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.</p>	<p>a) Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.</p>
<p>11. Describe people, places, things and actions orally and in writing.</p>	<p>a) Be able to give personal details and opinions orally and in writing.</p> <p>b) Be able to describe the colours of animals and know the correct word order in Spanish for adjectives.</p>	<p>a) Be able to give personal descriptions of oneself and others and opinions with reasons orally and in writing.</p> <p>b) Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in Spanish for adjectives.</p>	<p>a) Be able to give personal details and opinions orally and in writing.</p> <p>b) Be able to describe the colours of clothing and know the correct word order in Spanish for adjectives.</p> <p>c) Be able to use prepositions to say where items are located.</p>	<p>a) Be able to give details and opinions orally and in writing about houses, bedrooms, towns, directions and food.</p> <p>b) Be able to describe houses and know the correct word order in Spanish for adjectives and use comparative language (<i>más que, menos que</i>).</p> <p>c) Be able to talk about one's favourite house/ hobby/ subject.</p>

<p>12. 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>a) Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b) Know the first person singular form of the high frequency verbs <i>ser</i> (to be) and <i>tener</i> (to have).</p> <p>c) Know the key feature of the word order of adjectives in Spanish.</p> <p>d) Know how to build sentences using <i>es</i>, <i>aquí</i> <i>hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases.</p> <p>e) Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</p> <p>f) Understand and use appropriately basic punctuation in Spanish such as a comma, full stop, an inverted question mark (<i>¿</i>), an inverted exclamation mark (<i>¡</i>) and a capital letter to begin a sentence.</p>	<p>a) Understand that that adjectives in Spanish must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings.</p> <p>b) Be able to use the third person of key verbs as well as the first person.</p> <p>c) Be able to use the possessive adjective 'my' correctly.</p> <p>d) Understand the pattern of sentences in Spanish including different word order from English and the formation of questions.</p>	<p>a) Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b) Know the first, second and third person singular form of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go).</p> <p>c) Be able to form the near future tense using <i>ir</i> plus an infinitive verb.</p> <p>d) Be able to form negative sentences using <i>no ...</i> .</p> <p>e) Know the key feature of the word order of adjectives in Spanish.</p> <p>f) Build sentences using <i>es</i>, <i>aquí</i> <i>hay</i> and the high frequency conjunctions <i>y</i> and <i>pero</i> to link words and phrases.</p> <p>g) Be able to see how Spanish differs from and compares to English in terms of verb formation, gender of nouns and adjectives.</p>	<p>a) Understand that Spanish has masculine and feminine forms and know how to recognise these through the definite and indefinite articles.</p> <p>b) Know and be confident in using all forms of the high frequency verbs <i>ser</i> (to be), <i>tener</i> (to have) and <i>ir</i> (to go).</p> <p>c) Be able to use comparative language (<i>más que</i>, <i>menos que</i>).</p> <p>d) Be able to form negative sentences using <i>no</i>.</p> <p>e) Be able to build phrases using <i>puedo</i> plus an infinitive.</p> <p>f) Build sentences using <i>hay</i> and possessive adjectives.</p> <p>g) Be able to use the preterite tense to describe actions in the past.</p> <p>h) Be able to you <i>ir</i> plus an infinitive verb to describe actions in the near future (e.g. <i>voy a jugar</i>).</p>
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