

Spanish at Beaconside

Progression through MFL: NC Aims and Attainment Targets

The table below outlines the attainment targets from the NC (2014) for Modern Foreign Languages (MFL). It summarises the progression of MFL skills, against these targets, for pupils at Beaconside, in Year 3 to 6. Bracketed words next to each skill indicate example units where evidence of skill development can be found. This document should be used in conjunction with the document titled 'Spanish – Progression through NC Language Pillars'.

Whilst Spanish is not taught in KS1, it is introduced to pupils, who are encouraged to answer the register in Spanish and accept and understand praise in Spanish.

Progression of Skills: Language Production (Speaking and Writing) and Language Comprehension (Listening and Reading)				
1. LANGUAGE PRODUCTION: SPEAKING				
National Curriculum (2014) attainment targets	Year 3	Year 4	Year 5	Year 6
listen attentively to spoken language and show understanding <u>by joining in and responding</u> Note: this attainment target appears in both speaking and listening sections of this table.	<ul style="list-style-type: none"> Answering basic questions (greetings, feelings, age) Forming and saying simple statements with information, including the negative (register responses) Practising speaking with a partner (greetings, feelings, age) Responding to basic classroom commands (classroom language) 	<ul style="list-style-type: none"> Asking and answering basic questions, including giving personal information (date, birthday, ordering food, describing appearance) Beginning to form and say opinion phrases (likes/dislikes) Using a variety of conversational phrases (ordering food). Responding to more classroom commands (classroom commands) 	<ul style="list-style-type: none"> Beginning to use and extend conversational phrases for purposeful dialogue (greetings, time, countries and transport i.e. where a place is, breakfast time and choices) 	<ul style="list-style-type: none"> Planning, asking and answering extended questions (sports survey, about me/him) Developing extended sentences in transactional language to justify a fact or give an opinion (sports, about me/him)
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<ul style="list-style-type: none"> Singing songs and saying rhymes in Spanish (greetings song, vowel song, tongue twisters, animal song) Repeating sounds and phrases to develop pronunciation and intonation (greetings, age, days of the week song, Oso Pardo story) Beginning to notice common spelling patterns and applying them when speaking words (plurals, feminine and masculine endings) 	<p>In new contexts, development and practice of:</p> <ul style="list-style-type: none"> Singing songs and saying rhymes in Spanish (months song, parts of the face song) Repeating sounds and phrases to develop pronunciation and intonation (months, parts of the face, La Oruga Muy Hambrienta story). Beginning to notice common spelling patterns and applying them when speaking words (numbers, agreement of nouns and adjectives) 	<p>In new contexts, development and practice of:</p> <ul style="list-style-type: none"> Singing songs and saying rhymes in Spanish (times throughout the world song, transport song) Repeating sounds and phrases to develop pronunciation and intonation (rhythms for conjugations of the verb) Beginning to predict spelling patterns – numbers (numbers, family members make and female, plural) 	<p>In new contexts, development and practice of:</p> <ul style="list-style-type: none"> Singing songs and saying rhymes in Spanish (sports, weather) Repeating sounds and phrases to develop pronunciation and intonation (rhythms for conjugating the verb) Beginning to predict spelling patterns and meaning (conjugating er and ir verbs, weather phrases)
engage in conversations; ask and answer questions; express opinions and respond to those of others	<ul style="list-style-type: none"> Answering basic questions (greetings, feelings, age) with a simple rehearsed response Forming and saying simple statements with information, including the negative (register responses) Practising speaking with a partner (greetings, feelings, age) Responding to basic classroom commands (classroom language) 	<ul style="list-style-type: none"> Asking and answering basic questions, including giving personal information with a rehearsed response (date, birthday, ordering food, describing appearance) Beginning to form and say opinion phrases (likes/dislikes) Beginning to use a variety of conversational phrases (ordering food). Responding to more classroom commands (classroom commands) 	<ul style="list-style-type: none"> Using and extending conversational phrases for purposeful dialogue (greetings, time, countries and transport i.e. where a place is) 	<ul style="list-style-type: none"> Asking and answering extended questions in a prolonged conversation, with some fluency and spontaneity (sports survey, about me/him) Developing extended sentences in transactional language to justify a fact or give an opinion (sports, about me/him)
seek clarification and help			<ul style="list-style-type: none"> Verbalising understanding as a response (seeking clarification and help) Asking basic questions to obtain help (seeking clarification and help) 	<ul style="list-style-type: none"> Knowing and rehearsing a range of ways to ask for help (seeking clarification and help)
speak in sentences, using familiar vocabulary, phrases and basic language structures	<ul style="list-style-type: none"> Using words and short phrases to give information, in a simple rehearsed statement (feelings, age, greetings). Recognising and repeating phrases and language structures in familiar rhymes and songs. 	<ul style="list-style-type: none"> Using familiar vocabulary to say simple sentences to give or ask information using a language scaffold and rehearsal (ordering food). Recognising and repeating phrases from familiar rhymes and songs (La Oruga muy hambrienta). 	<ul style="list-style-type: none"> Rehearsing and recycling extended sentences orally (time, transport, family, places). Speaking in full sentences using known vocabulary (family). 	<ul style="list-style-type: none"> Planning and giving a short oral presentation – About Me. Modifying, expressing and comparing opinions (sports). Manipulating familiar language to present own ideas and information in more complex sentences

				(about me questions and answers).
develop accurate pronunciation and intonation so that others understand when they are reading aloud <u>or using familiar words and phrases</u>	<ul style="list-style-type: none"> Listening and repeating key phonemes with care (phonics). Recognising that sounds and spelling patterns can be different from English (phonics). Beginning to recognise how intonation and gesture are used to differentiate between statements and questions (greetings, name, age). Building confidence by repeating familiar words and short phrases with increasing accuracy (name, age). 	<ul style="list-style-type: none"> Recalling and repeating key phonemes with care (phonics). Recalling and practising intonation and gesture to differentiate between statements and questions (birthday, ordering food, describing face). Building confidence by repeating sentences with increasing accuracy (ordering food, dates). 	<ul style="list-style-type: none"> Recognising key phonemes in unfamiliar or new contexts, applying pronunciation rules (phonics – names, transport, places). Using intonation and gesture to differentiate between statements and questions (time). Building confidence by saying more extended sentences accurately and with some fluency (time, transport, family, places). 	<ul style="list-style-type: none"> Recognising key phonemes in an unfamiliar or new context, applying pronunciation rules (phonics Jack Grealish, weather). Using intonation and gesture to differentiate between statements and questions (sports survey). Saying more complex and extended sentences, within a short-spoken paragraph, confidently and accurately, with some fluency (sport, about me).
present ideas and information orally to a range of audiences	<ul style="list-style-type: none"> Introducing self to a partner with simple phrases. Pupil volunteers present this language to a school assembly. Introducing self to school visitor – flamenco dancer 	<ul style="list-style-type: none"> Rehearsing and performing a short role-play (snack foods). Rehearsing and performing a short story (la oruga muy hambrienta) Pupil volunteers present this language to a school assembly. 	<ul style="list-style-type: none"> Create and read extended sentences (personal travel plans to a small group). Pupil volunteers present this language to a school assembly. 	<ul style="list-style-type: none"> Creating and delivering a role-play (weather forecast). Planning and delivering a monologue ‘About Me’ or ‘About Him/Her’ to the class. Pupil volunteers present this language to a school assembly.
describe people, places, things and actions <u>orally*</u> and in writing	<ul style="list-style-type: none"> Saying simple familiar words to describe people and things, sometimes using a model (describing me - my name, age, feelings, animals). 	<ul style="list-style-type: none"> Saying simple phrases and short sentences to describe people and things, sometimes using a scaffold – describing me (birthday, facial features, La oruga muy hambrienta – actions of animal). 	<ul style="list-style-type: none"> Saying more complex sentences to describe people, places, things and actions using a language scaffold (family members, breakfast habits, flags, country locations and key landmarks) 	<ul style="list-style-type: none"> Saying a short paragraph with complex and varied sentences - About Me, About Him/Her.

2. LANGUAGE PRODUCTION: WRITING

write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none"> Experimenting with simple writing of single words or short phrases, copying with accuracy (name, feelings, animals – noun phrases). Writing single familiar words from memory with some accuracy – (name, feelings, numbers). 	<ul style="list-style-type: none"> Selecting and writing short phrases and sentences (dates, birthdays, face). Making short phrases or sentences using a scaffold (La Oruga Muy Hambrienta) Writing simple familiar short phrases from memory with understandable accuracy – (birthday, face part noun phrases, likes/dislikes) 	<ul style="list-style-type: none"> Adapting model sentences to express different ideas (breakfast). Writing extended sentences using a model or scaffold (transport and countries). Writing familiar sentences from memory (travel, time). 	<ul style="list-style-type: none"> Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic using a scaffold (sports, about me). Writing complex sentences from memory manipulating familiar vocabulary with understandable accuracy – (sports, about me).
describe people, places, things and actions orally* and <u>in writing</u>	<ul style="list-style-type: none"> Writing simple familiar words to describe people and things, sometimes using a model (describing me - my name, age, feelings, describing animals) Using an adjective to describe a singular noun (Oso Pardo). 	<ul style="list-style-type: none"> Writing simple phrases and short sentences to describe people and things, sometimes using a scaffold – (describing me - birthday, facial features, describing an animal and his/her actions – La Oruga Muy Hambrienta) Using given adjectives to describe singular or plural nouns (face) 	<ul style="list-style-type: none"> Writing more complex sentences to describe people, places, things and actions using a language scaffold (family members, breakfast habits, flags, country locations and key landmarks). Using given adjectives to describe singular or plural nouns (flags, places, transport) 	<ul style="list-style-type: none"> Writing a short paragraph to describe people, places, things and actions with complex and varied sentences (sports, About Me, About Him/Her). Generating and using given adjectives to describe singular or plural nouns (sports, about me)

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.

See ‘Spanish Progression through NC Language Pillars’ document.

3. LANGUAGE COMPREHENSION: LISTENING

<u>listen attentively</u> to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> Listening and responding to single words and short familiar phrases (name, greetings, age, feelings). 	<ul style="list-style-type: none"> Listening and responding to short phrases and familiar sentences (birthday, dates, ordering food, likes/dislikes) 	<ul style="list-style-type: none"> Listening, interpreting and at times selecting information from short audio passages to give an 	<ul style="list-style-type: none"> Listening and following the gist of information from an extended audio/spoken passage (about me).
--	---	---	---	---

	<ul style="list-style-type: none"> Listening and responding to basic classroom commands (classroom commands) 		<p>appropriate response (time, transport, country location, places).</p> <ul style="list-style-type: none"> Listening and showing understanding of more complex familiar phrases and sentences (country location, family members) 	<ul style="list-style-type: none"> Listening and showing understanding of more complex sentences containing familiar words and unfamiliar words (food video transcript).
appreciate stories, songs, poems and rhymes in the language (see also reading section)	<ul style="list-style-type: none"> Listening and enjoying songs and rhymes in Spanish (greetings song, vowel song, animal song, age song, days of the week song, tongue twisters, Oso Pardo story) 	<ul style="list-style-type: none"> Listening and enjoying songs and rhymes in Spanish (months of the year song, parts of the face song, La Oruga Muy Hambrienta story). 	<ul style="list-style-type: none"> Listening and enjoying songs and rhymes in Spanish (rhythms for conjugation endings, times throughout the world song, transport song) 	<ul style="list-style-type: none"> Listening and enjoying songs and rhymes in Spanish (rhythms for more conjugation endings, jugo de naranja song - food - likes and dislikes)
engage in conversations; ask and answer questions; express opinions and respond to those of others seek clarification and help	<ul style="list-style-type: none"> Listening and responding to basic phrases and familiar short questions, (greetings, feelings, age) Listening and responding to basic classroom commands Practising listening and responding to a given learning partner and class teacher (greetings, feelings, age) 	<ul style="list-style-type: none"> Listening and responding to additional familiar questions with a rehearsed response (date, birthday, ordering food, likes/dislikes) Listening and responding to additional classroom commands Practising listening and responding to class members (likes and dislikes) 	<ul style="list-style-type: none"> Listening and responding to more complex familiar questions with a range of vocabulary (countries, asking for help) 	<ul style="list-style-type: none"> Listening and answering more complex and extended questions in a prolonged conversation (sports survey, asking for help).

4. LANGUAGE COMPREHENSION: READING

read carefully and show understanding of words, phrases and simple writing	<ul style="list-style-type: none"> Reading and showing understanding of familiar single words in written form (name, greetings, numbers age, colours, animals) Beginning to understand and notice cognates (colours, feelings). Beginning to use basic language detective strategies (patterns, rhythm of a story) to decipher translations (Oso Pardo) 	<ul style="list-style-type: none"> Reading and showing understanding of simple familiar phrases and short sentences (dates, birthdays, food requests, face descriptions). Identifying and discussing cognates (months, food, adjectives (parts of the face). exploring and applying language detective strategies (cognates, story patterns, pictures and known vocabulary to decipher translations – La Oruga Muy Hambrienta) 	<ul style="list-style-type: none"> Reading and showing understanding of complex and extended sentences using familiar language and some unknown vocabulary (time, travel, locations) Identifying and comprehending key information in a short written text. Using a range of language detective strategies to decode new vocabulary including context, cognates and known vocabulary. 	<ul style="list-style-type: none"> Reading and showing understanding of a short text using familiar and unfamiliar language (sports, weather). Identifying and extracting key information from authentic texts (weather forecast, about him/her, Jack Grealish). Reading and using language detective skills to assess meaning including sentence structure.
appreciate stories, songs, poems and rhymes in the language (see also listening section)	<ul style="list-style-type: none"> Reading aloud and enjoying the text of familiar stories and rhymes (Oso Pardo story, tongue twisters) Joining in with actions to accompany familiar songs and rhymes and say some of the words (greetings, vowels, age.) Beginning to notice common spelling patterns in stories (Oso Pardo – noun endings, adjective noun agreement) 	<ul style="list-style-type: none"> Reading aloud and enjoying stories and poems (La Oruga Muy Hambrienta). Following the text of familiar songs and stories identifying the meaning of words (La Oruga Muy Hambrienta) Joining in with the words of a rhyme, song or story sometimes from memory (numbers, parts of the face) Noticing common spelling patterns in stories and songs (face, La Oruga Muy Hambrienta - plurals, agreement) 	<ul style="list-style-type: none"> Reading and enjoying stories and songs (el nabo gigante, transport) Understanding the gist of an unfamiliar song or story using some familiar language (el nabo gigante) Joining in with the words of a rhyme, song or story sometimes from memory (transport) Noticing common spelling patterns in stories and songs (el nabo gigante – plurals, agreement, determiners) 	<ul style="list-style-type: none"> Reading and enjoying songs and poems in Spanish (sports, weather) Listening and identifying rhyming words and particular sounds in songs and rhymes (sport – cansado/helado). Understanding the gist of an unfamiliar song or poem using some familiar language (sport, weather) Joining in with the words of a rhyme, song or story sometimes from memory (sports) Noticing common spelling patterns in songs (sport - contractions)
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	<ul style="list-style-type: none"> Saying key phonemes for graphemes accurately – in isolation and when reading familiar written words (phonics). Recognising that sounds and spelling patterns can be different from English (phonics). Beginning to recognise how intonation and gesture are used to differentiate between statements and questions (greetings, name, age). Building confidence by repeating familiar words and short phrases with 	<ul style="list-style-type: none"> Recalling and repeating key phonemes with care (phonics). Recalling and practising intonation and gesture to differentiate between statements and questions (birthday, ordering food, describing face). Reading aloud familiar short sentences using knowledge of phonemes and observing silent letter rules (ordering food, La Oruga Muy Hambrienta). Building confidence by repeating sentences with increasing accuracy (dates, face). 	<ul style="list-style-type: none"> Recognising key phonemes in unfamiliar or new contexts, applying pronunciation rules (phonics – names, transport, places). Using intonation and gesture to differentiate between statements and questions (time). Reading aloud more complex and extended sentences with increasing confidence, accuracy and some fluency (time, transport, family, places). 	<ul style="list-style-type: none"> Recognising key phonemes in an unfamiliar or new context, applying pronunciation rules (phonics Jack Grealish, weather). Using intonation and gesture to differentiate between statements and questions - survey. Speaking and reading aloud short paragraphs with increased confidence, accuracy and fluency (sports, about me).

	increasing accuracy (name, age).			
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<ul style="list-style-type: none"> Identifying and recalling learnt words – see ‘Language Progression through NC Language Pillars’ document Using visual clues to make predictions about the meaning of unfamiliar vocabulary (Oso Pardo). Identifying and using strategies for memorising new vocabulary – games, songs, varied voice tones (numbers). 	<ul style="list-style-type: none"> Identifying and recalling learnt words – see ‘Language Progression through NC Language Pillars’ document Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words (La Oruga Muy Hambrienta). Using contextual clues, images, patterns to make predictions about meanings of new words (La Oruga Muy Hambrienta).. Developing strategies for memorising new vocabulary – games, songs, varied voice tones and word swatting (numbers, food, parts of the face) 	<ul style="list-style-type: none"> Identifying and recalling learnt words – see ‘Language Progression through NC Language Pillars’ document Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words (verbs, places). Using further contextual clues and cues, such as knowledge of sentence structures to deduce unknown vocabulary (breakfast, places). Applying strategies for memorising new vocabulary – Kahoot 	<ul style="list-style-type: none"> Identifying and recalling learnt words – see ‘Language Progression through NC Language Pillars’ document Using a bilingual dictionary to select alternative vocabulary for independent sentence building (about me). Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words (verbs). Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary (describing Spain). Applying strategies for memorising new vocabulary (Quizlet, Number 3 game, Piedra, papel, Tijeras)

5. CULTURE

The annual Spanish Activity Afternoon across the whole of KS2 provides enrichment activities offering children the chance to participate in cooking Spanish food, creating Spanish crafts, Flamenco dancing and/or interviewing Spanish-speaking people. The afternoon ends with an assembly where representatives from each KS2 class exhibit their learning through presenting, singing, dancing and role-play.

	Year 3	Year 4	Year 5	Year 6
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.	<ul style="list-style-type: none"> gaining geographical awareness of Spanish speaking countries – countries with their own cultures with a shared language but with different dialects and accents. knowing the currency used in Spain is the euro, exploring this currency system, comparing it to sterling. being aware of the different format for writing amounts in Spanish, compared it to English. knowing how the numbers 1 and 7 are hand-written in Spanish. making a Christmas card with a Spanish greeting. learning about the origins of flamenco meeting a Spanish flamenco dancer and to attending a flamenco workshop – learning some basic flamenco steps and movement. Being aware of the origins of the Mexican piñata and making a small version of one. knowing some interesting facts about Spain – our nearest Spanish-speaking country: capital city, royal family, flag, bullfighting, football, food, artists, white houses, siesta and fiestas. 	<ul style="list-style-type: none"> comparing and contrasting life in a primary school in Spain to that in England. comparing and contrasting Christmas in Spain to Christmas in England. being aware of the main religion in Spain - Catholic Christianity. collating information on key dates and activities that happen over Christmas in Spain, including learning about the festival ‘El día de Reyes’ celebrating the Epiphany. discussing café culture. reading a story about Guatemalan worry dolls, learning about the traditions around worry dolls and making a worry doll. playing a traditional Mexican street game - Toma Toda. 	<ul style="list-style-type: none"> discussing a typical Spanish breakfast. creating a drink based on ‘sangria’ - a traditional drink in Spain taken at parties and fiestas using a typical Spanish toast ‘Salud’ to wish good health before eating/drinking discovering the traditions around ‘cascorones’ within Hispanic American countries: decorated egg shells, filled with confetti and toys/sweets, cracked over people’s heads at Easter festivals exploring how to travel to Spanish-speaking countries and being aware of travelling times. recognising some Spanish nouns for Spanish-speaking country names and identifying their associated national flags. Knowing aspects of the geography of Spain: its borders and the location of its key cities. exploring Madrid and 2 other Spanish cities as well as comparing Madrid to London. describing and naming some famous landmarks in Spain. 	<ul style="list-style-type: none"> discussing the popularity of football in Spanish-speaking countries. constructing a detailed mind map on Spanish traditional food, including churros con chocolate calientes, jamón serrano, aceitunas, chorizo, tortilla Española, paella, el gazpacho, tomates con aceite. participating in a Spanish food-tasting workshop. cooking churros con chocolate caliente. Developing knowledge of the diverse climate of Spain, describing its weather across different regions.