



St Mary's CE (VA) Primary School		Progression of MFL and Skills					
Year Group	EYFS (not compulsory)	Year 1 (not compulsory)	Year 2 (not compulsory)	Year 3	Year 4	Year 5	Year 6
Key Areas of Study	N/A	N/A	N/A	Yo (All About Me) Canciones y juegos (Games and Songs) Vamos a celebrarlo! (Celebrations)	Retratos (Portraits) Los cuatro amigos (The 4 friends) Cultivando unas cosas (Growing things)	A bordo! (All aboard) La paga (Pocket money) Cuéntame un cuento! (Tell me a story!)	a vida deportiva! (Our sporting lives) El Carnaval de los animales (Carnival of the Animals) ¿Qué tiempo hace? (What's the weather like?)
Listening	To listen and join in songs <ul style="list-style-type: none"> Be familiar with 4 basic colours linked to team points Be familiar with greetings: Hello Goodbye 	Understand a few familiar spoken words and phrases eg – <ul style="list-style-type: none"> Reinforce: 4 basic colours linked to team points greetings: Hello Goodbye Familiar simple 	Understand a few familiar spoken words and phrases eg – <ul style="list-style-type: none"> Reinforce: 4 basic colours linked to team points greetings: Hello Goodbye Simple weather words: 	Understand a few familiar spoken words and phrases – e.g. <ul style="list-style-type: none"> Simple vocab introduced in KS 1 Numbers Months of the year Introducing yourself Celebrations 	Understand a range of familiar spoken phrases – e.g. <ul style="list-style-type: none"> Build on/ reinforce vocab already introduced Introduce basic phrases concerning myself, parts of the body 	Understand the main points from a spoken passage made up of familiar language – e.g. <ul style="list-style-type: none"> weather forecast Travel Likes and dislikes 	Understand the main points and some of the detail from a short spoken passage – e.g. <ul style="list-style-type: none"> sentences describing what people are wearing an announcement



		<p>weather words:</p> <p>hot cold wind rain sun snow</p>	<p>hot cold wind rain sun snow</p> <ul style="list-style-type: none"> ● Introduce numbers 1 - 5 		<ul style="list-style-type: none"> ● describe animals ● respond to a story 		
<p style="text-align: center;">Speaking</p>	<p>To join in in song with the teacher.</p> <p>Repeat simple words such as greetings</p>	<p>To respond to slow simple questions.</p> <p>To repeat words found in songs or new vocabulary</p>	<p>To respond to slow simple questions.</p> <p>To repeat words found in songs or instructions</p>	<p>Say and/or repeat a few words and short simple phrases – e.g. My name is</p> <p>Ask simple questions Eg What is your name ?</p> <p>Know how to pronounce some single letter sounds.</p> <p>Imitate correct pronunciation with some success.</p>	<p>Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> ● what they look like ● What food they like <p>Know how to pronounce single letter sounds.</p> <p>Show an awareness of sound patterns.</p> <p>Be clearly understood.</p>	<p>Ask and answer simple questions– e.g.</p> <ul style="list-style-type: none"> ● weather forecast ● Travel ● Likes and dislikes <p>Take part in a simple/ basic conversation.</p> <p>Know how to pronounce some letter strings.</p>	<p>Engage in conversations.</p> <p>Express an opinion.</p> <p>Know how to pronounce a range of letter strings.</p> <p>Begin to understand how accents change letter sounds.</p> <p>Can substitute items of vocabulary to vary questions or statements.</p>



							<p>Pronunciation is becoming more accurate and intonation is being developed.</p> <p>Present ideas and information orally to a range of audiences.</p>
Reading	N/A	<p>To recognise words used in song or flashcards used eg. –</p> <ul style="list-style-type: none">• greetings• colours	<p>To recognise words used in song or flashcards used eg –</p> <ul style="list-style-type: none">• greetings• colours• weather types• numbers	<p>Recognises and reads out a few familiar words or phrases – eg.</p> <ul style="list-style-type: none">• From stories and rhymes• Labels on familiar objects• Months of the year <p>Use visual clues to help with reading.</p>	<p>Understands some familiar written phrases – eg.</p> <ul style="list-style-type: none">• My name is ...• Responding to a story by pointing to parts of the body when they see it in the text eg Head, mouth ...	<p>Understands the main points(s) from a short written text – eg.</p> <ul style="list-style-type: none">• Simple weather forecast or greetings card <p>Match sound to print by reading aloud familiar words and phrases.</p> <p>Use a book or glossary to find out the meaning of new words.</p>	<p>Understand the main points and some of the detail from a short written text.</p> <p>Begin to read independently a simple text.</p> <p>Use bilingual dictionary to look up new words.</p>



<p>Writing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> ● personal information such as age ● numbers ● colours ● objects <p>Select appropriate words to complete short phrases or sentences.</p>	<p>Write one or two short sentences with support e.g.</p> <ul style="list-style-type: none"> ● description of hair colour, eye colour.... ● holiday greetings by email/postcard <p>Begin to spell some commonly used words correctly.</p>	<p>Write a few short sentences with support using already learnt – e.g.</p> <ul style="list-style-type: none"> ● postcard ● simple note or message ● likes/dislikes <p>Spell words that are readily understandable.</p>	<p>Write a short paragraph on a familiar topic, adapting language already learnt.</p> <p>Spell commonly used words correctly.</p>
<p>Cultural Understanding</p>	<p>A basic understanding that other countries may speak another language and that there are different cultures.</p>	<p>To understand some differences and similarities of living in a different country .</p>	<p>To understand some differences and similarities of living in a different country – compare with Spain at major celebrations.</p>	<p>Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Identify similarities and differences in my culture to that of another.</p> <p>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>	<p>Respect and understand cultural diversity.</p> <p>Understand how symbols, objects and pictures can represent a country.</p>	<p>Talk about, discuss and present information about a particular country's culture.</p> <p>Show similarities between Spain and UK as well as differences.</p>



Topic/theme	Functions/notions	Grammar	Core language	Phonic focus
Unit 1 Yo (All about me)				
<ul style="list-style-type: none"> Greetings Introducing yourself 	<ul style="list-style-type: none"> Simple greetings Making simple statements (about name and age) Asking simple questions (about name and age) Numbers 1–10 	<ul style="list-style-type: none"> llamarse: yo and tú forms (yo) me llamo, (tú) te llamas Possessive adjective: mi 	<ul style="list-style-type: none"> ¡Buenos días! ¡Buenas tardes! ¡Hola! ¿Qué tal? Bien/Mal. ¿Y tú? ¡Adiós! señor/señora Sí/No (Yo) me llamo ... ¿Cómo te llamas? Éste/Ésta es ... uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez ¿Cuántos años tienes? Tengo siete/ocho años 	<ul style="list-style-type: none"> j ll silent h ñ e
Unit 2 Canciones y juegos (Songs and games)				
<ul style="list-style-type: none"> Responding to a song in Spanish Understanding simple instructions Making a game 	<ul style="list-style-type: none"> Numbers 11–20 Simple instructions Expressing preference 	<ul style="list-style-type: none"> Singular and plural nouns 	<ul style="list-style-type: none"> once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte ¿Cuántos? (Yo) prefiero ... 	<ul style="list-style-type: none"> r c (e/i) z v u revision of ll and ñ
Unit 3 ¡Vamos a celebrarlo! (Celebrations)				
<ul style="list-style-type: none"> Saying what you can do well Celebrating achievements and special occasions 	<ul style="list-style-type: none"> Making simple statements (about activities) Expressing praise Months of the year Writing an invitation Asking permission 	<ul style="list-style-type: none"> Regular -ar and -er verbs: yo form Simple adverbs Position of simple adverbs poder: ¿(Yo) puedo? (asking permission) 	<ul style="list-style-type: none"> (Yo) nado bien (Yo) leo/bailo/canto bien (Yo) juego bien al fútbol ¡bravo/estupendo/fenomenal/ guai! ¡Soy/Eres un campeón/ una campeona! 	<ul style="list-style-type: none"> d making the sound th, as in 'although' consolidation of j, ll, ñ, v and z



		<ul style="list-style-type: none"> • saber: (yo) sé + infinitive • ser: (yo) soy, (tú) eres • en + month 	<ul style="list-style-type: none"> • ¡Feliz cumpleaños! • enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre • (Yo) sé • ¿(Yo) puedo? • (Yo) quiero 	
Unit 4 Retratos (Portraits)				
<ul style="list-style-type: none"> • Parts of the body • Colours • Descriptions of people 	<ul style="list-style-type: none"> • Making simple statements (about appearance) • Giving a simple description (of a person) 	<ul style="list-style-type: none"> • Adjectives: agreement and position • tener: él/ella tiene • ser: él/ella es 	<ul style="list-style-type: none"> • los colores • rojo, negro, blanco, amarillo, violeta, naranja, rosa, marrón, azul, verde • (Yo) tengo ... • (Él/Ella) tiene ... • el pelo azul/rojo/verde/ amarillo/rubio • la boca azul/roja/verde/amarilla • los ojos azules/rojos/verdes/ amarillos • (Él/Ella) es ... • alto/alta • bajo/baja 	<ul style="list-style-type: none"> • difference between the sounds z and d (th as in 'although') • revision of j and ll
Unit 5 Los cuatro amigos (The four friends)				
<ul style="list-style-type: none"> • Responding to a story • Understanding simple instructions • Descriptions of animals 	<ul style="list-style-type: none"> • Giving a simple description (of an animal) • Making simple statements (about movement) 	<ul style="list-style-type: none"> • Negatives (no ...) • Regular -er and -ar verbs: él/ella form • ser: es 	<ul style="list-style-type: none"> • el caballo • la oveja • el conejo • el ratón • ... galopa • ... corre • Es ... • gris 	<ul style="list-style-type: none"> • i • revision of ll, j and z



			<ul style="list-style-type: none"> No, el conejo no galopa, etc 	
Unit 6 Cultivando unas cosas (Growing things)				
<ul style="list-style-type: none"> Responding to a story Buying things Ordering in a restaurant 	<ul style="list-style-type: none"> Expressing likes and dislikes (about food) Saying what you would like 	<ul style="list-style-type: none"> Questions: with ¿Qué? gustar: me/te gusta, me/te gustan gustar: negative no me gusta / no me gustan querer: (usted) quiere (polite form) ir: (yo) voy 	<ul style="list-style-type: none"> ¿Te gusta(n) ...? Me gusta(n) ... (mucho) No me gusta(n) ... (mucho) ¿Qué quiere usted? Aquí tiene Gracias 	<ul style="list-style-type: none"> g (e/i) revision of j, ll and d (th)
Unit 7 ¡A bordo! (All aboard)				
<ul style="list-style-type: none"> Travel Weather 	Making statements (about travel) <ul style="list-style-type: none"> Describing the weather Days of the week 	<ul style="list-style-type: none"> en/a + transport a + place ir: (yo) voy, (tú) vas Question with ¿A dónde? hacer: hace 	<ul style="list-style-type: none"> (Yo) voy al colegio en autobús/coche/bicicleta a pie ¿A dónde vas? (Yo) voy ... a México/España Hace calor / mal tiempo / buen tiempo / viento / frío / sol Llueve lunes, martes, miércoles, jueves, viernes, sábado, domingo 	au <ul style="list-style-type: none"> revision of vowel sounds z and j
Unit 8 La paga (Pocket money)				
Expressing opinions about likes and dislikes	Expressing likes and dislikes (about food and toys) <ul style="list-style-type: none"> Justification of opinions Numbers 21–39 Simple prices 	<ul style="list-style-type: none"> eso/esa tener: negative no tengo 	eso/esa <ul style="list-style-type: none"> Me encanta ... No me gusta nada ... veintiuno, veintidós, veinitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta ¿Cuánto es? un euro 	<ul style="list-style-type: none"> eu ei



			<ul style="list-style-type: none"> • Es genial, magnífico • No tengo ... 	
Unit 9 ¡Cuéntame un cuento! (Tell me a story!)				
<ul style="list-style-type: none"> • Responding to a story 	<ul style="list-style-type: none"> • Instructions • Numbers in multiples of 10 up to 100 	<ul style="list-style-type: none"> • Imperatives: tú form • Adjectives: masculine and feminine singular agreement • estar: está 	<ul style="list-style-type: none"> • cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien • alto/alta, bajo/baja • verdadero/falso 	<ul style="list-style-type: none"> • revision of r and d (th) • synthesising familiar words
Unit 10 La vida deportiva (Sporting life)				
<ul style="list-style-type: none"> • Healthy food and drinks 	<ul style="list-style-type: none"> • Making simple statements (about activities and diet) 	<ul style="list-style-type: none"> • Questions: with ¿Qué? (revision) • hacer: (yo) hago, (tú) haces 	<ul style="list-style-type: none"> • ¿Qué haces el (lunes)? • (Yo) juego al tenis / al cricket / al baloncesto • (Yo) monto en bici • (Yo) patino/bailo • (Yo) hago gimnasia / natación • cero • el zumo de naranja • el pescado • el chocolate • el yogurt • la coca • los caramelos (m) • las patatas fritas (f) • las zanahorias (f) • una manzana • Es bueno/buena/malo/mala para la salud • Son buenos/buenas/malos/malas para la salud 	<ul style="list-style-type: none"> • qu • synthesising words from individual phonemes
Unit 11 El Carnaval de los animales ('Carnival of the Animals')				



<ul style="list-style-type: none"> • Animals and their habitats 	<ul style="list-style-type: none"> • Giving a simple description (of animals and habitats) • Telling the time on the hour • Asking and answering simple questions 	<ul style="list-style-type: none"> • Adjectives: masculine and feminine agreements and invariable • Adverbs 	<ul style="list-style-type: none"> • ¿Dónde vives? • Vivo en ... • rápido/rápida • lento/lenta • pequeño/pequeña • grande • rápidamente • lentamente • fuerte • suave • ¿Qué hora es? • la una, las dos, las tres, las cuatro, las cinco, las seis, las siete, las ocho, las nueve, las diez, las once, las doce 	<ul style="list-style-type: none"> • consolidation of phoneme–grapheme correspondence identifying key phonemes • synthesising words
Unit 12 ¿Qué tiempo hace? (What's the weather like?)				
<ul style="list-style-type: none"> • Weather • Clothing 	<ul style="list-style-type: none"> • Describing the weather • Revision of numbers to 40 • Saying the temperature (plus and minus) • Saying the date 	<ul style="list-style-type: none"> • Complex sentences starting with a subordinate clause using Cuando ... • Llevar: (yo) llevo, (tú) llevas 	<ul style="list-style-type: none"> • Nieva • Hiela • Cuando ... llevas ... • (Yo) llevo • bajo cero • lunes, 5 de junio, etc • el 5 de junio, etc 	<ul style="list-style-type: none"> • oi/oy • revision of key phonemes, especially v • consolidation of phoneme–grapheme correspondence • breaking words into individual phonemes • synthesising phonemes to build words