

<p>Early Language Skills (predominantly speaking and listening)</p>	<p>There are no NC expectations for MFL in Early Years. However, we recognise that children absorb language from an early age, whilst they are still developing language skills in their mother tongue. As a result, in EYFS, we aim to expose the children to Spanish songs, stories and games – learning to love the language. They may also learn some greetings and simple phrases as part of focussed teaching or continuous provision.</p> <p>There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will: learn to say 'hello' and 'goodbye'; learn to say 'please' and 'thank you'; learn how festivals such as Christmas and Easter are celebrated in Spain; learn to count to 5; learn to say the names of some colours; locate Spain (and other Hispanic countries) on a map and look at the Spanish flag; learn some simple classroom instructions.</p>			
	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Listening:</p> <p><i>Listen attentively and show understanding by joining in and responding</i></p> <p><i>Exploring the pattern</i></p>	<ul style="list-style-type: none"> • Can understand and respond to a few familiar spoken words and short phrases, (e.g. pointing, doing an action, verbal response). • Can follow along and repeat key phonemes/words from a song, rhyme or poem. 	<ul style="list-style-type: none"> • Can understand and respond to a range of familiar spoken words and short phrases • Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. • Can listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. 	<ul style="list-style-type: none"> • Can understand the main points of a short spoken passage / instructions made up of familiar words and phrases, delivered slowly and clearly. • Can join in with familiar short songs, rhymes or poems, or parts of them. 	<ul style="list-style-type: none"> • Can understand longer and more challenging passages made up of familiar words and basic phrases, recognising some details and opinions heard. • Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.
<p>Speaking:</p> <p><i>Ask and answer questions</i></p> <p><i>Express opinions and respond to those of others</i></p> <p><i>Speak in sentences</i></p> <p><i>Describe people, places, things and actions orally (to a range of audiences)</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p>	<ul style="list-style-type: none"> • Can say and repeat single words and short simple phrases. • Can ask and answer simple pre-learned questions from memory. • Can repeat sentences heard and make simple adaptations to them. • Can use mostly accurate pronunciation and speak clearly. • Can use simple adjectives to describe things orally. 	<ul style="list-style-type: none"> • Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. • Can use familiar sentences as a model to make adaptations and create new sentences. • Can ask and answer a range of questions on different topic areas, using questioning intonation. • Can rehearse and perform short role plays/pieces drawing on one topic, with several exchanges and accurate pronunciation. 	<ul style="list-style-type: none"> • Can participate in conversations and express simple opinions, giving reasons. • Can adapt models successfully to give own information/vary the meaning. • Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. • Can use intonation to differentiate between sentence types. 	<ul style="list-style-type: none"> • Can engage in longer conversations, asking for clarification when necessary. • Can create own sentences using knowledge of basic sentence structure. • Can use pronunciation and intonation effectively to accurately express meaning and engage an audience. • Can give a short, prepared talk on a topic of choice, including expressing opinions.

<p>Reading:</p> <p><i>Read and show understanding of words, phrases and simple texts appreciate stories, songs, poems and rhymes in the language</i></p> <p><i>Understand new words that are introduced into familiar written material</i></p> <p><i>Use a dictionary</i></p>	<ul style="list-style-type: none"> • Can read and understand some familiar written words and short phrases. • Can match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple phrases are true or false, colour by numbers activity. • Can begin to join in with songs and stories. • Can use a word list to locate specific words. 	<ul style="list-style-type: none"> • Can read and understand a range of familiar written phrases. • Can use the visual cues and context to follow the gist of a short text. • Can join in confidently with songs and stories. • Can use a word list (or dictionary or online resource) to check the spelling of a word. 	<ul style="list-style-type: none"> • Can read short texts and understand familiar words and simple sentences, answering questions to show understanding. • Can learn a song or poem using the written text for support. • Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. • Can identify different ways to spell key sounds and select the correct spelling of a familiar word. • Can use dictionaries to extend vocabulary on a given topic. • Can recognise and use the main dictionary codes for nouns (nf, nm etc). • Can find the meanings of new nouns. 	<ul style="list-style-type: none"> • Can independently read and understand short texts from various contexts made up of short sentences with familiar language, answering questions to show understanding. • Can complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out. • Can apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. • Can spot new words introduced into a short text made up of familiar material and use the surrounding words and other strategies to make meaning. • Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. • Can appreciate that FL words do not always have a direct equivalent in English.
<p>Writing:</p> <p><i>Write words and phrases from memory describe people, places, things and actions in writing</i></p> <p><i>Adapt phrases to create new sentences describe people, places, things and actions in writing</i></p>	<ul style="list-style-type: none"> • Can write or copy some single words and begin to write from short-term memory. • Can write simple sentences with some accuracy using a word bank or writing frame. 	<ul style="list-style-type: none"> • Can write simple words and short phrases from memory with understandable spelling. • Can write one or two descriptive sentences using a model, supplying some words from memory. • Can write short questions from memory with correct position of punctuation marks. 	<ul style="list-style-type: none"> • Can write words, phrases and short simple sentences from memory with understandable spelling. • Can write a short text (consisting of a few sentences) with support from a word/phrase bank. • Can write some high-frequency words and anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge. • Can adapt a range of single elements in sentences to create new sentences. (e.g. change the noun, adjective, verb or qualifier) 	<ul style="list-style-type: none"> • Can write a range of phrases and sentences from memory with reasonable spelling, adapting them to write own sentences on a similar topic. • Can write at varying length, for different purposes and audiences. • Can write a short, simple text (consisting of 4-5 sentences), using a phrase bank/model for support. • Can write a range of high-frequency words and anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge.

<p>Grammar:</p> <p><i>Gender of nouns - definite and indefinite articles</i></p> <p><i>Singular and plural forms of nouns</i></p> <p><i>Adjectives (place and agreement)</i></p> <p><i>Conjugation of key verbs (and making verbs negative)</i></p> <p><i>Connectives and qualifiers, adverbs of time, prepositions of place</i></p>	<ul style="list-style-type: none"> • Can recognise the main word classes (e.g. nouns, adjectives and verbs) and identify noun and adjective position. • Can understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. • Can show a basic understanding of the usual order of words in sentences in the target language. • Can form some regular plural nouns. • Can use some high-frequency verb forms (e.g. I have, it is, they are, there is/are). • Can use the connectives 'and' and 'but'. 	<ul style="list-style-type: none"> • Can use indefinite articles (Un, una, unos, unas) and definite articles (el, la, los, las) in both singular and plural. • Can use a variety of plural nouns, including some irregular ones. • Can use adjectives (agreement and position) with more confidence, understanding that adjectives may change form according to the noun they relate to. • Can create a greater variety of sentences using high-frequency verb forms from Y3. • Can begin to recognize and use some 3rd person pronouns. • Can begin to recognize and use negative sentences. • Can use the connectives 'and', 'but', 'also' and 'because'. 	<ul style="list-style-type: none"> • Can conjugate some high-frequency verbs. • <i>Can use the definite article with verbs of like / dislike.</i> • <i>Can correctly omit the definite article e.g. when talking about what you eat or drink.</i> • Can understand how to make changes to an adjective in order for it to agree with the relative noun. • Can use all persons of several regular verbs in the present tense (with the support of a frame). • Can adapt sentences to form negative sentences and begin to form questions. 	<ul style="list-style-type: none"> • Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. (Not with 100% consistency but the rules are known and understood.) • Can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. • Can agree adjectives for number and gender after because it is/they are, but still makes errors. • Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors. • Can begin to use some adverbs in sentences. • <i>Can use subordinating connectives (if, because) and some may be able to use 'which'.</i>
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Articles in Spanish

Definite article			
Spanish articles	English	Number / Gender	Examples
El	The	Singular and masculine.	• El niño come. – The boy eats.
La		Singular and feminine.	• La mujer tiene un negocio – The woman has a business.
Los		Plural and masculine or masculine and feminine at the same time.	• Los pájaros vuelan. The birds fly.
Las		Plural and feminine.	• Las flores son bonitas. The flowers are pretty.

Indefinite article			
Spanish articles	English	Number / Gender	Examples
Un	A, an	Singular and masculine.	• Ha sido un buen año. – It's been a good year.
Una	A, an	Singular and feminine.	• Una persona te busca. – A person is looking for you.
Unos	Some	Plural and masculine or masculine and feminine at the same time.	• Adopté unos gatos. – I adopted some cats.
Unas	Some	Plural and feminine.	• Quiero unas galletas. – A want some cookies.