

St. Gerard's Catholic Primary & Nursery

Spanish (MFL) Progression 2021-2022

	Lower KS2		UPPER KS2	
	Stage 1	Stage 2	Stage 3	Stage 4
Progression Aims	<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of authentic sources. • Speak with increasing confidence, fluency and spontaneity, finding ways of communication what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. • Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. • Discover and develop an appreciation of a range of writing in the language studied. 			
MFL Minimum Objectives:	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing. 			
	<ul style="list-style-type: none"> • I can say hello and goodbye. • I can say what my name is. • I can say how I am feeling. 	<ul style="list-style-type: none"> • I can say three sentences to talk about myself. • I can write three sentences about myself with limited mistakes. • I can listen and identify four classroom objectives. 	<ul style="list-style-type: none"> • I can listen to and understand days and school subjects. • I can listen to and understand different opinions of school subjects. 	<ul style="list-style-type: none"> • I can ask and understand simple time phrases and say what time something happens. • I can ask and answer questions about simple daily routines.

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<ul style="list-style-type: none"> • I can ask someone else their name and how they are. • I can count to 10 and understand numbers I hear and read. • I can write hello and goodbye • I can recognise days of the week and months of the year. • I can say what day it is. • I can write some days of the week and months of the year. • I can ask and say what month it is • I can recognise some colours. • I can respond to a classroom command. • I can recognise and name different animals. • I can say I like/ dislike something. • I can write four animal words. • I can ask someone what animal they like. • I can say what my favourite animal is. 	<ul style="list-style-type: none"> • I can find a new classroom object noun in a bilingual dictionary. • I can listen and understand 'Where is...?' With three shops in town. • I can listen and respond to three directions. • I can ask the question 'Where is...?' • I can give directions to three places. • I can read and understand four signs for shops. • I can write the names of two shops from memory. • I can listen, identify and draw four parts of the face. • I can listen and identify sounds and letter combinations in words. • I can use adjectives to give a spoken description of my face. • I can read a description of a face and draw the face. • I can label and accurately spell four parts of a face. • I can listen to a description of a monster or alien and draw a picture of it. • I can name four parts of the body. 	<ul style="list-style-type: none"> • I can say three statements about school subjects, including conjunctions and an opinion. • I can read and understand three written statements about subjects and opinions. • I can write three mainly accurate short sentences using subjects, opinions and conjunctions. • I can listen to a description of a town and identify four places. • I can read a simple description of a city and use a bilingual dictionary to find unfamiliar place. • I can write three short sentences to describe my local town / city. • I can listen to a market dialogue and identify items and prices of fruit and vegetables. • I can participate in a shopping dialogue to buy fruit and vegetables. • I can write a simple recipe or description using familiar fruits and vegetables. • I can read the instructions for a simple recipe. Use a 	<ul style="list-style-type: none"> • I can write a description of daily routine and use opinions. • I can understand written and spoken information about someone else's daily routine. • I can ask and answer questions about houses: 'is there?' and 'Here is'. • I can understand a short description of somebody else's house. • I can write a description of an imaginary house. • I can use and understand numbers 0-60. • I can understand and use Christmas language. • I can say which sports I play and give my opinions on sports. • I can understand spoken opinions about sports. • I can read how to play a sport and explain the answer to a friend. • I can explain simply how to play a sport. • I can use the verb 'to play' to write about sports everyone can play. 	<ul style="list-style-type: none"> • I can write a description of daily routine and use opinions. • I can understand written and spoken information about someone else's daily routine. • I can ask and answer questions about houses: 'is there?' and 'Here is'. • I can understand a short description of somebody else's house. • I can write a description of an imaginary house. • I can use and understand numbers 0-60. • I can understand and use Christmas language. • I can say which sports I play and give my opinions on sports. • I can understand spoken opinions about sports. • I can read how to play a sport and explain the answer to a friend. • I can explain simply how to play a sport. • I can use the verb 'to play' to write about sports everyone can play.

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<ul style="list-style-type: none"> I can answer two questions about myself. I can ask how old I am. I can use familiar greetings and farewells accurately. I can write a full sentence about myself. I can say the names of four familiar fruits. I can identify four different types of fruit. I can ask politely for three different fruits. I can identify a noun in a sentence. I can listen to a story in Spanish and join in. I can read and write five words including two numbers and colours from memory. I can ask and answer the questions 'Where do you live?' I can write a sentence saying where I live. 	<ul style="list-style-type: none"> I can read and identify four parts of the body. I can use a noun and an adjective in a sentence to describe a monster/ alien. I can recognise the words for family members. I can say what the matter is and how I am feeling. I can understand simple everyday illnesses. I can listen and identify three jungle animals and their colour. I can write and say a full sentence using a noun, verb and adjective to describe a jungle animal. I can recognise two jungle animals from a written description. I can listen and understand four weather phrases. I can ask and answer what the weather is like. I can ask politely for an ice cream. I can read and understand familiar ice cream flavours. I can write three ice cream flavours accurately. 	<p>bilingual dictionary to find two unfamiliar ingredients.</p> <ul style="list-style-type: none"> I can use a bilingual dictionary to add two surprise ingredients to my written recipe or food description. I can listen to and understand nouns and adjectives in a description of a fashion outfit. I can read and understand a simple description of what other people are wearing and use a dictionary to look up two unfamiliar items. I can give important information about myself. I can understand important information about someone else. I can read a short text, which describes place and understand information about the weather, places to visit, food you can eat there. I can write a short presentation about a location, including the weather, places foods and why I like it there. 	<ul style="list-style-type: none"> I can understand someone else describing their favourite things. I can name some traditional Spanish sports. I can use a bilingual dictionary to help me understand a text about someone else's favourite things and why they like them. I can describe a funfair and give my opinions of the rides. I can write extended sentences describing my favourite things, giving opinions and using conjunctions. I can take part in a café dialogue, order 3 foods and 2 drinks and understand prices. I can listen to a café dialogue and understand what is ordered and how much each item costs. I can use a bilingual dictionary to understand most food and drinks on a real Spanish menu. I can write a short dialogue 'At the café' including 3 foods, 2 drinks, 	

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		<ul style="list-style-type: none"> I can understand a spoken description of a seaside holiday. I can give a short, spoken presentation of five sentences describing a seaside holiday (weather / beach activities). 	<p>prices and table language.</p> <ul style="list-style-type: none"> I can list some foods and drinks that somebody my age might enjoy in Spanish. I can remember and join in with some of the Spanish songs I have learnt in the past. I can use the language I have learnt to give a performance.

Assessment:

A = Exceeding expectations: Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their year expectations and program of study. Assessment in each of the strands could be described as:

SKILLS:

- Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
- Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
- Showing greater: judgement; autonomy; independence; perception; subtlety.

KNOWLEDGE

- Showing greater: breadth; contextual understanding; explanation; judgement.

E1/E2= Meeting expectations: Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have

understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their year expectations and program of study.

WT1,2,3 or SB= Not yet meeting expectations:

Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their year expectations and program of study,

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