**Progression and year group objectives/content**

**(Using the Salford MFL Scheme)**

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| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| To engage in conversations, asking and answering questions appropriately | To engage in conversations, asking and answering questions appropriately using learning from Years 3 and 4 | To engage in conversations, speaking with increasing confidence and fluency | |
| Listen attentively to spoken language and show understanding by joining in and responding | Listen attentively to spoken language, including language from native speakers, and show understanding by joining in and responding | Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways | |
| Present ideas and information orally | Present ideas and information orally to a range of audiences | Present ideas and information orally to a range of audiences and for a range of purposes | Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory |
| Develop accurate pronunciation when reading aloud and when using familiar words and phrases | Develop accurate pronunciation and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught | Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught | Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work |
|  | Read carefully and show understanding of words, phrases and simple writing | Read carefully and show understanding of words, phrases and simple writing in a range of genres e.g. following instructions | Read carefully and understand longer texts, translating parts of it into English |
|  | Broaden their vocabulary and develop their ability to understand new words using a dictionary | Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article | |
| Use vocabulary for sentence building | Use vocabulary for building a range of sentences, beginning to write about a topic in paragraphs | Use vocabulary for building and manipulating a range of sentences, writing an increasing amount in a range of styles and genres e.g. letter writing | With increasing independence, use vocabulary for building and manipulating sentences, writing an structured pieces in a range of styles |
|  | Begin to write familiar words from memory | Begin to write familiar words and phrases from memory | Write sentences from memory and adapt these to create new sentences |
| Learn through a range of mediums - appreciating and joining in with songs and rhymes in the Spanish language | Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language | | |
|  |  | Discover an appreciation of a range of writing in the language studied | |
| Expresses opinions e.g. about their hobbies/their feelings/the weather | Expresses opinions e.g. about their likes and dislikes | Express opinions, giving reasons why | Express opinions, giving reasons |
| Use a range of nouns e.g. classroom objects/foods/Xmas items | Use a range of nouns, using masculine, feminine or plural terms | Use a range of nouns, using masculine, feminine or plural terms, with a knowledge of spelling rules e.g. nouns ending in consonant add ‘es’ | Use a range of nouns and pronouns |
| Use adjectives to describe nouns e.g. colours or size | Use adjectives to describe nouns e.g. colour or size, knowing the word order to use (e.g. noun before size) | Use adjectives to describe nouns and plural nouns, knowing how the word order influences meaning | Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning |
| Use verbs e.g. bailar (to dance), leer (to read), dibujar (to draw) | Use verbs and conjugate verbs e.g. ‘to go’ (ir) | Use a range of verbs and manipulate verb endings | Use a range of verbs, reflex verbs, and verb endings when talking about a range of subjects |
| Write basic, structured sentences | Use commas and the conjunction ‘y’ (and) to link phrases, including three nouns | Use the conjunctions ‘porque’ (because) and ‘pero’ (but) to give reasons | Use a range of conjunctions to join clauses |
| Use the conjunction ‘pero’ (but) to link phrases |
| Develop spelling skills e.g. words that are different in Spanish to English e.g. ll=y, j=h, rr-rolled r | Continue to develop spelling skills, including letters and sounds used in the English language e.g. ñ í **ó ll** | Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place | |
| Write using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?* | Continue to develop punctuation skills, including those not used in the English language e.g. ¡ ¿ | Use a range of punctuation, including those not used in the English language | |
| Compare Spanish culture to their own lives e.g. how Xmas is celebrated | Compare Spanish culture to their own lives (e.g. the different foods eaten) and begin to understand the geography of Spanish speaking countries | Compare Spanish culture to their own lives and locate Spanish towns and cities, with an awareness of their geographical features | Research and compare Spanish culture, lives and traditions |