

### MFL Age related expectations – Spanish KS2

	Year 3	Year 4	Year 5	Year 6
<b>Listen and understand</b>	Listen to and understand familiar spoken words and phrases.	Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.	Listen to and understand the main points and some detail in extended sentences and short passages.	Listen to and understand the main points and key details from a range passages including complex language and reference to past and future tenses.
<b>Listen and recount</b>	Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story.	Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts.	Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts.	Listen to and recount from memory familiar stories, songs, rhymes and poems.
<b>Identify sound-spelling link</b>	Identify phonemes in the target language and use them to aid understanding.	Use strings of phonemes to help understand new words and short phrases.	Listen and apply knowledge of phonemes to help understand extended sentences.	Listen and apply knowledge of phonemes to help understand more complex extended sentences.
<b>Transcribe</b>	Listen to the phoneme or words including the phoneme and transcribe accurately.	Listen to high-frequency familiar words and phrases and transcribe accurately.	Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge.	Listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge.
<b>Read and understand</b>	Read and understand some familiar written words and short phrases, sometimes using visual cues.	Read and understand a range of familiar written phrases and simple sentences.	Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts.	Read and understand a variety of texts including extended and complex sentences on a range of familiar topics.
<b>Read aloud</b>	Read aloud individual words and short phrases with accurate pronunciation.	Read aloud a series of sentences with accurate pronunciation and intonation.	Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning.	Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely.
<b>Use reference materials</b>	Identify familiar words in a text.	Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English.	Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to Spanish and Spanish to English.	Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to Spanish and Spanish to English.
<b>Apply phonic knowledge</b>	Read aloud words and short phrases, applying some phonic knowledge.	Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.	Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge.	Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge.
<b>Apply knowledge of alphabet</b>		Be able to recognise and use letters of alphabet to spell short basic words with support.	Be able to recognise and use letters of the alphabet excluding accented letters with support.	Be able to recognise and use letters of the alphabet including accented letters.
<b>Speak</b>	Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation.	Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation.	Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity.
<b>Listen &amp; speak</b>	Ask and answer simple pre-learned questions	Take part in short dialogues about familiar	Take part in short conversations using	Take part in short conversations using familiar

	from memory and use several short phrases and questions.	topics with 2-3 exchanges with secure pronunciation and intonation.	familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons.	structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future.
<b>Write with support</b>	Copy words and short phrases accurately.	Write sentences accurately using support such as a sentence builder or word list to check spellings.	Write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.	Write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.
<b>Write independently</b>	Write some familiar simple words from memory, with plausible spelling.	Write several short phrases or sentences from memory with understandable spelling.	Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.	Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.
<b>Adapt a written model</b>	Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	Adapt different elements of a sentence to create new sentences using a sentence builder.	Use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy.	Use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy.
<b>Translate</b>	Translate words from Spanish to English and English to Spanish.	Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.	Translate sentences or short texts from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.	Translate texts including subordinate clauses or complex language from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.
<b>Grammar: Articles</b>	Use indefinite ( <i>un, una, unos, unas</i> ) articles in the masculine, feminine and plural nouns.  Use definite ( <i>el, la, los, las</i> ) articles in the masculine, feminine and plural nouns.		Use definite and indefinite articles with increasing accuracy.	Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.
<b>Nouns</b>	Form regular plural nouns.	Use a variety of plural nouns, including some irregular ones.		
<b>Adjectives</b>	Identify adjective and noun position.  Identify position of more than one adjective with a noun.  Use masculine, feminine and plural adjectives correctly.	Use adjectives (agreement and position) with more confidence.  Use possessive adjectives ( <i>mi, mis</i> )	Use adjectival agreements in a wider range of topics.  Understand word order and agreements: nouns, adjectives.	Agree adjectives for number and gender after because it is/they are.
<b>Conjunctions</b>	Use the conjunctions <i>y, también, pero</i> .	Use the conjunctions <i>porque</i> .	Use the conjunctions <i>ya que, como, además</i>	
<b>Verbs</b>	Use the high-frequency verb forms in the 1 <sup>st</sup> person using regular	Use the high-frequency verb forms in the 1 <sup>st</sup> and 3 <sup>rd</sup> person (e.g. <i>tengo</i> ,	Use wider range of conjugated opinion verbs with infinitive verbs.	Use the full conjugation of the verbs <i>ser</i> and <i>tener</i> in several different contexts, still with some errors.

	<p>verb opinion phrases and irregular:</p> <p>(e.g. <i>tengo, soy</i>) and opinion verbs confidently.</p> <p>Use <i>es</i>.</p> <p>Use <i>está</i></p> <p>Use <i>quisiera</i> to express a desire or request.</p>	<p><i>tiene, soy, es</i>) confidently.</p> <p>Use opinions + infinitive verbs.</p> <p>Use <i>quisiera</i> to express a desire or request.</p>	<p>Use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular and 1<sup>st</sup> person plural of several regular 'AR' verbs in the present tense in addition to the irregular high frequency verbs including <i>tener</i> (to have), <i>ser</i> (to be) and <i>ir</i> (to go).</p> <p>Use weather phrases with <i>hacer</i>.</p> <p>Use <i>quisiera</i> with an infinitive verb to express a desire or request.</p> <p>Use the near future tense in the 1<sup>st</sup> person singular <i>voy</i> and 1<sup>st</sup> person plural <i>vamos</i> with variety of infinitives</p>	<p>Use the preterite tense with with regular verbs in the 1<sup>st</sup> person.</p> <p>Using the 1<sup>st</sup> and 3<sup>rd</sup> person singular irregular <i>fui</i> and <i>fue</i> for <i>ser</i> and <i>ir</i> It was: <i>fue</i>,</p> <p>Using the 1<sup>st</sup> person singular irregular <i>hice</i></p> <p>Introduction to reflexive verbs in the 1<sup>st</sup> person relating to daily routine.</p> <p>Use near future with <i>ir</i> + infinitive using various subject pronouns</p> <p>Focus on verb + partitive</p> <p>Use the proper future in the 3<sup>rd</sup> person singular to add reasons.</p> <p>Modal verb; <i>puedo</i> , + infinitive (I can ...)</p>
<b>Negatives</b>	Use the negative ' <i>no</i> ' with opinion verbs in the 1 <sup>st</sup> person.	Use the negative ' <i>no</i> ' with a range of high frequency verbs in the 1 <sup>st</sup> and 3 <sup>rd</sup> person.	Use the negative <i>no</i> with variety of high frequency verbs and parts including ' <i>no hay</i> '.	Use of different negative structures ( <i>no, ne... más, nunca</i> ) with variety of high frequency verbs.
<b>Prepositions</b>			Prepositions of place and location (countries), ( <i>sobre, en, detrás de</i> ).	Prepositions of direction relating to location in towns/rooms ( <i>cerca de, lejos de, a la izquierda, a la derecha</i> )
<b>Adverbs</b>		Adverbs of intensity ( <i>muy, bastante</i> )	Adverbs of frequency: ( <i>a veces, siempre, todos los días</i> )	Adverbs of time, sequence) (analogue times), ( <i>después, luego, por la tarde</i> )
<b>More complex language</b>				Use comparative language ( <i>más/ menos que</i> and <i>mejor/peor</i> ).
				Use subordinating connectives <i>si</i> (if) and some may be able to use <i>que</i> (which). Form question words.
<b>Cultural capital</b>	<p>Foster children's curiosity about Spain: an introduction to Spain and its capital city.</p> <p>Key vocabulary relating to traditional events, i.e. Christmas and Easter.</p> <p>Appreciate authentic songs and rhymes.</p>	<p>Foster children's curiosity about life in Spain: an introduction to daily life in Spain.</p> <p>Typical customs and traditions e.g. April Fool's Day.</p>	<p>Introduction to the Spanish-speaking world.</p> <p>Learn about festivals, such as Mardi Gras and wider coverage of Spanish traditions, such as Epiphany.</p> <p>Appreciate a Mexican fable.</p>	<p>Deepen children's understanding of the wider Spanish-speaking world and beyond.</p> <p>Ordering food in authentic setting. Independent research into a Spanish-speaking country.</p> <p>A global focus including authentic resources such as Spanish menus.</p>

		Appreciate authentic songs, poems and rhymes.		Children's lives around the world.
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