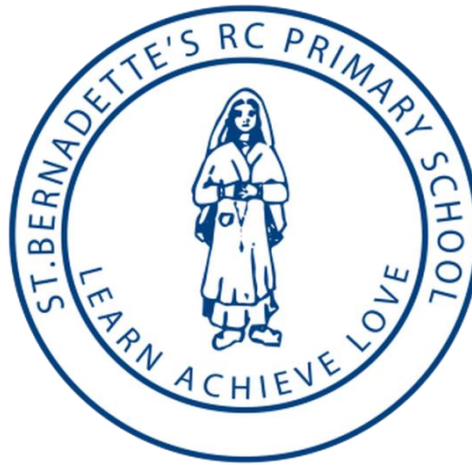


ST BERNADETTE'S RC PRIMARY SCHOOL



SPANISH MILESTONES (Progression of Skills)



St Bernadette's RC Primary School
MFL (Spanish) - Subject Progression



The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating 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.

	Milestone 1 – End of Years 3 and 4	Milestone 2 – End of Years 5 and 6
<p><u>Listening</u> The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening.</p>	<ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes and songs. • Recognise familiar words and short phrases covered in the units taught. • Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Develop understanding of the sounds of individual letters and groups of letters (phonics). • Listen for and identify specific words and phrases in instructions, stories and songs. • Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> • Listen more attentively and for longer, understanding more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. • Listen to longer text and more authentic foreign language material. • Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. • Listen and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Be able to identify key words or phrases to answer questions. • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. • Understand and identify longer and pick out words they hear



St Bernadette's RC Primary School
MFL (Spanish) - Subject Progression



	Milestone 1 – End of Years 3 and 4	Milestone 2 – End of Years 5 and 6
	<p>Speaking Speaking encourages you to produce language and use it in real-time, reinforcing your learning and improving pronunciation</p> <ul style="list-style-type: none"> Communicate with others using simple words and short phrases covered in the units. Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if required. Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling. Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.
	Milestone 1 – End of Years 3 and 4	Milestone 2 – End of Years 5 and 6



St Bernadette's RC Primary School
MFL (Spanish) - Subject Progression



<p>Reading</p> <p>Reading skills lead a person to interact and gain meaning from written language.</p>	<ul style="list-style-type: none"> • Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. • Understand the meaning in English of short words I read in the foreign language. • Read aloud short pieces of text applying knowledge learnt from Phonics – 'Phonics & Pronunciation Lessons 1 & 2'. • Understand most of what we read in the foreign language when it is based on familiar language. • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus. • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> • Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. • Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. • Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. • Decode unknown language using bilingual dictionaries. • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). • Read aloud with expression and accurate pronunciation. • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats • Use and access internet sites in the target language (supervision required).
<p>Writing</p> <p>Writing helps you to communicate effectively in any language. When you write, you can express your thoughts and ideas clearly and concisely</p>	<p>Milestone 1 – End of Years 3 and 4</p> <ul style="list-style-type: none"> • Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. • Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). • Write some familiar words, phrases and sentences from memory or using supported written materials (e.g. using a word bank). 	<p>Milestone 2 – End of Years 5 and 6</p> <ul style="list-style-type: none"> • Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. • Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. • Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.



St Bernadette's RC Primary School
MFL (Spanish) - Subject Progression



		<ul style="list-style-type: none"> • Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) • Check spellings with a dictionary. • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). • Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) • Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).
<p><u>Grammar</u> Grammar serves as the framework that enables clear and precise communication.</p>	<p>Milestone 1 – End of Years 3 and 4</p>	<p>Milestone 2 – End of Years 5 and 6</p>
	<ul style="list-style-type: none"> • Start to understand the concept of noun gender and the use of articles. • Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). • Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form 	<ul style="list-style-type: none"> • Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). • Understand better the rules of adjectival agreement and possessive adjectives. • Explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and be able to describe clothes in terms of colour EG: 'My blue coat'.



St Bernadette's RC Primary School
MFL (Spanish) - Subject Progression



and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

- Understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.
- Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
- Introduce and use the negative form.
- Begin to look at what a fully conjugated verb looks like.

- Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).
- Become familiar with a wider range of conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'
- Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.
Use the negative form, possessives and connectives.
- Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
- Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
- Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.
- Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).