

St John's Catholic Primary School Modern Foreign Languages Progression Map

Year group Skill:	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<ul style="list-style-type: none"> • Ask and answer 9 questions. [names, others' names, feelings, where you live, age, birthday, pets, colour, number] • Say how many there are of something. • Produce basic greetings, 11 colours, 8 body parts, classroom objects, days and months, exotic fruit nouns and wild animal nouns, 1-39 in and out of order (whether they are odd or even and with use in 	<ul style="list-style-type: none"> • Ask and answer personal questions, questions on a range of topics, questions about the details of a picture. • Produce colours, eye colour, hair vocabulary, school subjects, the Spanish alphabet, the time [half past/ on the hour], weather conditions, months of the year, sports and simple opinions from memory, words for animals [domestic, farm, wild, sea, artic, forest], habitats, numbers 1- 	<ul style="list-style-type: none"> • Ask and answer more complex questions in first and third person singular and plural, using a scaffold of responses. • Listen and show understanding of complex spoken sentences about family, opinions, hobbies, reasons, countries, nationalities, weather, transport and reasons. • Recall and count 1-100, both in and out of order. 	<ul style="list-style-type: none"> • Ask and answer (and read) questions, putting sentences together to form a paragraph. • Follow a story, joining in with key phrases. • Listen and show understanding of complex sentences. • Produce orally the names of family, jobs, school routine, time [all points], where you or others live, directions, characters in a story whilst expressing opinions and ideas

	<p>calculations), own birthday.</p> <ul style="list-style-type: none"> • Respond correctly to instructions. • Describe a pet/animal [Colour, size, personality] • Use strategies to memorise opinions/sports/number/fruit/ animal vocabulary. • Express opinions about sports. • Practice and perform topical songs. 	<p>69 to count forwards, backwards add and subtract, out of sequence, multiples of 10 to 60, fruits, days of the week.</p> <ul style="list-style-type: none"> • Listen and show understanding of sentences describing eye colour, brothers and sisters, positive and negative sentences about the weather, familiar words in a story, where animals are. • Ask, show understanding and say how many brothers and sisters you have (from memory), for a description of hair, for an item of food 	<ul style="list-style-type: none"> • Produce in sentences parts of the body, family members and descriptions, colours, seasons, clothing, rooms, bedroom items and prepositions [from memory]. • Create, rehearse and present complex sentences about countries, nationalities, weather, rooms, bedroom items, prepositions with a language scaffold. • Use context and prior knowledge to determine the meaning and pronunciation of unfamiliar words. 	<p>and using the first three parts of the verb 'to be'.</p> <ul style="list-style-type: none"> • Listen to and translate into English, sentences about jobs and directions. • Take part in a role play in a doctor's surgery – manipulating language to create different dialogues. • Use third person to give information about others.
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		<p>or drink, how much an item costs in euros, for and state your favourite subject and express opinions about other subjects, what the weather is like or not like in different seasons, where animals do and do not live, what your favourite sport is and why, which sports you play or do [yo juego/practico].</p> <ul style="list-style-type: none">• Join in with topical songs.• Repeat and recognise words for the seasons, drink and food items for a picnic, sandwich fillings ice cream flavours and how	<ul style="list-style-type: none">• Create more complex sentences in response to the questions, '¿Cómo vas al colegio?', '¿Cómo va él/ella al colegio?', '¿Cómo van ellos/ellas al colegio?', '¿Qué haces en tu tiempo libre?', '¿Que hace tu padre?' (etc.) using a scaffold of responses.• Speaking test practice: Use a language scaffold to present spoken information and descriptions about seasons/time/colour s/clothing, based on a photo or image.	
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		<p>much they cost.</p> <ul style="list-style-type: none"> • Listen and show understanding of why certain sports are liked/disliked. • Produce days of the week and say which sports you do on various days, showing understanding of sentences containing this information. • Take part in a dialogue in the café. 		
<p>Reading</p>	<ul style="list-style-type: none"> • Read, show understanding and match body words to images independently. • Read and show 	<ul style="list-style-type: none"> • Read and show understanding of sentences describing hair, words for school subjects, numbers 1-20, weather 	<ul style="list-style-type: none"> • Follow the text of a familiar song or story, identifying the meaning of words and begin to read aloud. 	<ul style="list-style-type: none"> • Recognise 1-1,000,000 written in words. • Recognise school routine, times, places in a town,

	<p>understanding of 11 colours, classroom objects, animal descriptions, fruit nouns, animal nouns, sport and opinion phrases in written form and written numbers 1-10.</p>	<p>phrases, familiar words in a story and words for animals.</p>	<ul style="list-style-type: none"> • Read and show understanding of complex sentences which include family and body vocabulary, colour agreement, clothing items, transport, rooms, bedroom items, prepositions, multiples of ten to 100, families, opinions, hobbies, countries, nationalities, weather and reasons. • Read words correctly, using prediction based on previous knowledge. • Read and show understanding of written questions and answers. 	<p>directions, prepositions in written word.</p> <ul style="list-style-type: none"> • Use a dictionary to find the meaning of unknown language. • Predict the pronunciation of unfamiliar language. • Decipher meaning from longer sentences/paragraphs using clues/cognates and dictionaries.
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			<ul style="list-style-type: none"> • Predict the pronunciation of cognate musical instruments and reasons using knowledge of phonemes. 	
<p>Writing</p>	<ul style="list-style-type: none"> • Write and say body words [and articles] using a model and from memory with understandable accuracy. • Write classroom objects, birthdays, sport and opinion phrases and fruit and animal nouns from memory or using a word bank. • Write using a language scaffold. 	<ul style="list-style-type: none"> • Copy sentences accurately which contain familiar words. • Produce written sentences about eyes and hair, the weather in each season, where animals live/are, verbs and sports and opinions about school subjects (with support and independently). • Copy sentences accurately about 	<ul style="list-style-type: none"> • Write longer sentences from memory with understandable accuracy. • Write questions using a scaffold and independently. • Write longer sentences, using family, body, season, time, colour, clothing, transport, rooms, bedroom items, prepositions, multiples of 10 to 	<ul style="list-style-type: none"> • Write sentences/a paragraph about family and the jobs they do, school routines and times, what to do in one's city, where things are in relation to others [using prepositions], a character description [in third person]. • Write a role play in a doctor's surgery – manipulating language to create different dialogues.

		<p>brothers and sisters, weather phrases, food and drink items.</p> <ul style="list-style-type: none"> • Use numbers 1-69 for use in all calculations. • Write some items of food and drink from memory. • Create a menu of food and drinks including prices. 	<p>100, family, opinions, hobbies, countries, nationalities, weather and reasons vocabulary, using a language scaffold and from memory with understandable accuracy.</p>	
<p>Grammar focus</p>	<ul style="list-style-type: none"> • Recognise 'j', silent 'h' 'll' 'z' 'ie' 'j' 'rr' 'ñ' 'é' 'ci' 'ce' 'v' phonemes and pronounce accurately when modelled. • Recognise masculine and 	<ul style="list-style-type: none"> • Recognise 'z' 'rr' 'ñ' 'v' 'ge' 'gi' 'ci' 'ce' 'h' 'ay' 'ie' 'll' 'j' 'jue' phonemes and pronounce accurately when modelled. • Show understanding of word order and 	<ul style="list-style-type: none"> • Recognise and produce silent 'h', 'ue', 'll', 'ca', 'ce', 'cu', 'o', 'en', 'co', 'j', 'ó', 'é', 'ú', 'ie', 'qu', 'ce', 'ñ', 'rr', 'v', 'z'. • Show understanding of and recognise the difference between 	<ul style="list-style-type: none"> • Recognise and produce the phonemes – 'co', 'ca', 'cí', 'ue', 'ci', 'h', 'qu', 'e', 'ei', 'ie', 'v', 'll', 'gi', 'ñ', 'z', 'ce', 'ch', 'ait', 'ier/iére' • Use of the indefinite article and its (lack

	<p>feminine articles.</p> <ul style="list-style-type: none"> • Use of the imperative, third person singular/plural for others' names, adverbs. • Recognise that there is no capital letter for Spanish days and months, gender of nouns, word classes, word order and adjectival position and agreement, connectives [pero/y] and variants of definite article. • Understand that Spanish telephone numbers are read in pairs of digits. 	<p>adjectival agreement.</p> <ul style="list-style-type: none"> • To use genders accurately, use 1st and 2nd (and 3rd) person pronouns and verbs in the present tense and make a positive sentence negative. • Use of the definite article [el, la, los], the present continuous [está lloviendo], the indefinite articles [un/una] and <i>de</i> [of]. 	<p>'me duele(n)', 'no me duele(n)' and 'le duele(n)'.</p> <ul style="list-style-type: none"> • Explain the word order and agreement of colour adjectives. [verde(s), azul(es), negro(a/os/as), rosa/naranja/lila are invariable and never agree], explain and use elision and use of 'a' before a person with 'gustar'. • Use the correct form of the third person singular and plural of 'ser' and 'llevar', use the infinitive form of 'jugar' and 'practicar' after opinions. • Use the negative form [voy a/en, no 	<p>of) use with professions.</p> <ul style="list-style-type: none"> • Use of possessive pronouns [mi, mis]. • Use verbs [including reflexive] correctly in first person singular and negative. • Use the first three persons of the verbs 'to be', 'to live', 'to have' and 'to be called'. • Recognise the difference in both spelling and sound, between masculine and feminine endings. • Recognise the difference between 'ser' and 'estar'.
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			<p>voy] and the correct preposition before transport nouns.</p> <ul style="list-style-type: none">• Use first and second singular possessive pronouns correctly [mi, mis].• Correctly combine preposition endings with the following article [De + el = Del, de + la = de la].• No capital letters for nationalities in Spanish.	
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