

**MFL Age related expectations – Spanish**  
**based on the ilanguages scheme of work & referenced throughout the**  
**Petite Etoile Scheme**

|                                     | <b>Year 3</b><br><b>old NC level 1-2</b>  | <b>Year 4</b><br><b>old NC level 2-3</b>  | <b>Year 5</b><br><b>old NC level 3-4</b>  | <b>Year 6</b><br><b>old NC level 4-5</b>  |
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| <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 |

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|                              |   |  |   | and increasing confidence, fluency and spontaneity.   |
| <b>Listen &amp; speak</b>    | Ask and answer simple pre-learned questions from memory and use several short phrases and questions.  | Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.                                | Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons. | Take part in short conversations using familiar 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.<br><br>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.<br><br>Identify position of more than one adjective with a noun.<br><br>Use masculine, feminine and plural adjectives correctly.                                    | Use adjectives (agreement and position) with more confidence.<br><br>Use possessive adjectives ( <i>mi, mis</i> )                              | Use adjectival agreements in a wider range of topics.<br><br>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>  |   |

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| <b>Verbs</b>                 | <p>Use the high-frequency verb forms in the 1<sup>st</sup> person using regular verb opinion phrases and irregular: (e.g. <b>tengo, soy</b>) and opinion verbs confidently.</p> <p>Use <b>es</b>.</p> <p>Use <b>está</b></p> <p>Use <b>quisiera</b> to express a desire or request.</p> | <p>Use the high-frequency verb forms in the 1<sup>st</sup> and 3<sup>rd</sup> person (e.g. <b>tengo, tiene, soy, es</b>) confidently.</p> <p>Use opinions + infinitive verbs.</p> <p>Use <b>quisiera</b> to express a desire or request.</p> | <p>Use wider range of conjugated opinion verbs with infinitive verbs.</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 <b>tener</b> (to have), <b>ser</b> (to be) and <b>ir</b> (to go).</p> <p>Use weather phrases with <b>hacer</b>.</p> <p>Use <b>quisiera</b> 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 <b>voy</b> and 1<sup>st</sup> person plural <b>vamos</b> with variety of infinitives</p> | <p>Use the full conjugation of the verbs <b>ser</b> and <b>tener</b> in several different contexts, still with some errors.</p> <p>Use the preterite tense 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 <b>fui</b> and <b>fue</b> for <b>ser</b> and <b>ir</b><br/>It was: <b>fue</b>,</p> <p>Using the 1<sup>st</sup> person singular irregular <b>hice</b></p> <p>Introduction to reflexive verbs in the 1<sup>st</sup> person relating to daily routine.</p> <p>Use near future with <b>ir</b> + 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; <b>puedo</b> , + infinitive (I can ...)</p> |
| <b>Negatives</b>             | <p>Use the negative '<b>no</b>' with opinion verbs in the 1<sup>st</sup> person.</p>  | <p>Use the negative '<b>no</b>' with a range of high frequency verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p>  | <p>Use the negative <b>no</b> with variety of high frequency verbs and parts including '<b>no hay</b>'.</p>   | <p>Use of different negative structures (<b>no, ne... más, nunca</b>) with variety of high frequency verbs.</p>   |
| <b>Prepositions</b>          |   |  | <p>Prepositions of place and location (countries), (<b>sobre, en, detrás de</b>).</p> <p>Verb with prepositions: (<b>jugar a</b>)</p>   | <p>Prepositions of direction relating to location in towns/rooms (cerca de, lejos de, a la izquierda, a la derecha)</p>   |
| <b>Adverbs</b>               |   | <p>Adverbs of intensity (muy, bastante)</p>  | <p>Adverbs of frequency: (<b>a veces, siempre, todos los días</b>)</p>  | <p>Adverbs of time, sequence) (analogue times), (<b>después, luego, por la tarde</b>)</p>   |
| <b>More complex language</b> |   |  |   | <p>Use comparative language (<b>más/ menos que</b> and <b>mejor/peor</b>).</p> <p>Use subordinating connectives <b>si</b> (if) and some may be able to use <b>que</b> (which).<br/>Form question words.</p>   |
| <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>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>Deepen children's understanding of the wider Spanish-speaking world and beyond.</p> <p>Ordering food in authentic setting.<br/>Independent research into a Spanish-speaking country.</p>   |

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|  | Appreciate authentic songs and rhymes. | Appreciate authentic songs, poems and rhymes. | Appreciate a Mexican fable. | A global focus including authentic resources such as Spanish menus. Children's lives around the world. |
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