

| LSPA - MFL progression map | | | | | | |
|----------------------------|---|--|--|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Listening | <p>Appreciate and participate in traditional songs and fairy tales.</p> <p>Begin to understand simple questions and short statements.</p> | <p>Appreciate songs and fairy tales, starting to understand some of the familiar words in what they hear.</p> <p>Begin to understand a range of familiar questions and short statements.</p> | <p>Repeat words modelled by a teacher, showing understanding with an action.</p> <p>Children can understand and recognise familiar words and short phrases.</p> <p>Listen to and appreciate short stories, nursery rhymes and songs.</p> | <p>Listen to spoken language and show understanding by joining in and responding (e.g with an action)</p> <p>Listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units.</p> | <p>Begin to show understanding of more complex sentences, picking out specific vocabulary.</p> <p>Listen to longer passages and understand more of what is heard, even when some of the language may be unfamiliar, by using the decoding skills we have developed.</p> | <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Listen to longer texts and more authentic foreign material, picking out cognates and familiar words.</p> <p>Learn to 'gist listen' even when hearing language that has not been taught or covered.</p> |

| | | | | | | |
|-----------------|---|---|--|---|---|---|
| Speaking | <p>Children start to repeat and reproduce the language they hear with accurate pronunciation.</p> | <p>Learn to articulate the key words introduced in the lesson and understand their meaning.</p> | <p>Learn specific vocabulary; developing accuracy in pronunciation by listening to and repeating recordings of authentic speakers (language angels).</p> | <p>Use familiar phrases to communicate with others; developing accuracy when pronouncing phrases by listening to and repeating recordings of authentic speakers.</p> | <p>Can produce short phrases independently within a familiar topic, with good pronunciation and increased confidence and spontaneity.</p> | <p>Children can speak in longer sentences, learning to use particular sentence structures more flexibly to create their own sentences.</p> |
| | <p>Support may be needed from a spoken model or visual cues.</p> | <p>Pronunciation may be approximate and may need support from a spoken model.</p> | <p>Communicate with others by asking a familiar question and responding with a simple answer.</p> <p>Can name and describe people.</p> | <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>Can name and describe a place.</p> <p>Can name and describe an object.</p> <p>Can start speaking sentences.</p> | <p>Children can ask and answer questions on the current topic.</p> <p>Can hold a simple conversation with at least 3 exchanges.</p> | <p>Children can ask and answer questions on the current and previously learnt topics, with increased speed and spontaneity.</p> <p>Children can engage in short scripted conversations, with at least 4 exchanges. Responding with opinions and justifications where appropriate.</p> |

| | | | | | | |
|-----------------------|--|---|---|---|--|--|
| <p>Reading</p> | <p>Students begin to read written versions of the words they hear.</p> | <p>Students begin to read written versions of a wider range of words they hear.</p> <p>Read aloud single words and phrases.</p> | <p>Begin to read single words and short phrases accurately.</p> <p>Can identify and explain the main points in a short passage.</p> | <p>Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>Can independently read and understand a short passage using familiar language, explaining the main points.</p> <p>Can use a bilingual dictionary or glossary to look up new words.</p> | <p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic, including a short story or factual text.</p> <p>Can use the context to work out unfamiliar words.</p> | <p>Practice reading longer texts aloud, understanding sentences made up of familiar language.</p> <p>Read and show understanding of a piece of writing based on the current topic, including a short story or factual text.</p> <p>Can use the context to work out unfamiliar words alongside a dictionary or word list.</p> |
|-----------------------|--|---|---|---|--|--|

| | | | | | | |
|---------|--|--|--|---|--|--|
| Writing | Consolidate letter formation skills by copying words in the foreign language from a model. | Start to reproduce nouns from a model. | <p>Write familiar words and short phrases using a model or vocabulary list.</p> <p>Children can write some single words from memory, with reasonable spelling.</p> <p>Can write what they like/dislike - singular.</p> | <p>Write familiar words and several short phrases.</p> <p>Children can write short phrases from memory, with understandable spelling</p> <p>Children can say what they like/dislike- singular and plural.</p> | <p>Write longer sentences using familiar language.</p> <p>Children can write short phrases using familiar language, substituting words for suitable alternatives. E.g: My name, my age, where I live, my birthday.</p> | <p>Write longer sentences using familiar language.</p> <p>Children can write short phrases using familiar language, substituting words for suitable alternatives. E.g: My name, my age, where I live, my birthday.</p> |
| Grammar | Start to understand that foreign languages can have different structures to English. | <p>Start to understand that foreign languages can have different structures to English.</p> <p>Students may start to recognise that nouns have a determiner/article which we do not have in English.</p> | <p>Start to understand the concept of noun gender and the use of definite articles (el, la).</p> <p>Use the first person singular version of high frequency verbs. E.g I am called..., I like...</p> | <p>To have a better understanding of the concept of gender and number when using nouns and adjectives.</p> <p>Introduce the concept of indefinite articles (un, una, unos, unas)</p> | <p>Better understanding of gender and nouns.</p> <p>Introducing simple adjectival agreement.</p> <p>Start to explore verb conjugation in the 1st and 2nd person.</p> | <p>Better understanding of gender and nouns.</p> <p>Introducing simple adjectival agreement.</p> <p>Start to explore verb conjugation in the 1st and 2nd person.</p> |

| | | | | | | |
|---------|--|--|---|---|---|--|
| Phonics | | | <p>Ch, j, ñ , ll, rr</p> <p>Ch- chocolate J-jirafa N-niña Ll- caballo Rr- perro</p> | <p>Ca, ce, ci, co, cu</p> <p>Ca- casa Ce- cerdo Ci- cinco Co- conejo Cu- cuatro</p> | <p>Ga, ge, gi, go, gu</p> <p>Ga- gato Ge- geografía Gi- girasol Go- goma Gu- gusano</p> | <p>B, v, cc, qu, z</p> <p>B-beber V- vaca Cc- diccionario Qu-química Z- zanahorias</p> |
|---------|--|--|---|---|---|--|