

Concepts and Content Organiser: MFL- Spanish

		<i>Phonics</i>	<i>Vocabulary</i>	<i>Grammar</i>
Y3/4	<p>B1 <i>El Zoo</i></p>	<p>Letters can make different sounds in different languages</p> <p>Introduce c, z, v, j, ll, ñ sounds</p>	<p>Greetings</p> <p>Name, age, how you feel</p> <p>Numbers 0-12</p> <p>Eight animals</p>	<p>i and é</p> <p>Ask and answer questions – name, age, how you feel</p> <p>Say and write first person sentences with <i>llamarse</i> and <i>tener</i></p> <p><i>Me llamo</i></p> <p><i>Tengo...años</i></p> <p>Masculine and feminine nouns through <i>un/una</i></p> <p>Plurals – adding s</p>
	<p>B2 <i>El Monstruo</i></p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p>	<p>Numbers 0-12</p> <p>Seven words to describe parts of the face</p>	<p>Masculine and feminine nouns using <i>el/la</i></p> <p>Say and write third person sentences with <i>tener</i></p> <p>Reinforce simple plurals and look at irregular spelling rule</p> <p><i>nariz – narices</i></p>
	<p>B3 <i>La Familia</i></p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p> <p>E at the end of words</p>	<p>Numbers 13-31</p> <p>Words for family members</p> <p><i>Grande/pequeño</i></p>	<p>Masculine and feminine nouns using <i>el/la</i></p> <p>Possessive pronoun - mi</p> <p>Ask and answer questions about other people</p> <p>Say and write first and third person sentences with <i>llamarse</i>, <i>ser</i> and <i>tener</i></p> <p><i>Me llamo/Se llama</i></p> <p><i>Tengo/Tiene...años</i></p> <p><i>Mi hermano es.../ Mi hermana es...</i></p> <p>Use adjectives with agreement</p>
	<p>B4 <i>Los Cuatro Amigos</i></p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p> <p>Introduce rr (perro)</p>	<p>Numbers 13-31</p> <p>Reinforce cat, dog, mouse, rabbit</p> <p>Colours black, white, grey, brown, green, red</p>	<p>Masculine and feminine nouns using <i>el/la</i></p> <p>Reinforce colours</p> <p>Revision of <i>ser</i></p> <p>Using <i>hay</i></p> <p>Introduce adjectives –after the noun</p>
	<p>B5 <i>Las Mascotas</i></p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p>	<p>Numbers 13-31</p> <p>Words for pets</p>	<p>Reinforce masculine and feminine nouns using <i>un/una</i></p> <p>Possessive pronoun - mi</p> <p>Say and write first and third person sentences with <i>llamarse</i>, <i>ser</i> and <i>tener</i></p> <p><i>Me llamo/Se llama</i></p> <p><i>Tengo/Tiene...años</i></p> <p><i>El es/ Ella es</i></p> <p>Use adjectives with agreement</p> <p>Irregular plurals</p>
	<p>B6 <i>La Ciudad</i></p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p> <p>Spanish alphabet</p> <p>Pronouncing words that end in e – <i>cine, parque, restaurante, grande</i></p>	<p>Numbers 0-12</p> <p>Nine words to describe places in a city</p> <p>Four adjectives – big, small, beautiful, ugly</p>	<p>Masculine and feminine nouns using the definite and indefinite article</p> <p>Plurals</p> <p>Using <i>hay</i></p> <p>Using adjectives with agreement</p> <p>Giving positive and negative opinions with <i>gustar</i></p>

Y3/4	<p>A1 Los Días</p>	<p>Letters can make different sounds in different languages</p> <p>c, z, v, j, ll, ñ sounds</p> <p>Spanish alphabet</p>	<p>Greetings, name, age, how you are</p> <p>Numbers 0 -12</p> <p>Days of the week</p>	<p>i and ¿</p> <p>Ask and answer questions – name, age, how you are, what month is it?</p> <p>Say and write first person sentences with <i>llamarse</i> and <i>tener</i></p> <p><i>Me llamo</i></p> <p><i>Tengo...años</i></p> <p>Preposition on – <i>el lunes</i></p> <p>Ask and answer the question – what day is it today?</p>
	<p>A2 La Comida</p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p> <p>Spanish alphabet</p>	<p>Numbers 12-20</p> <p>Fruits</p>	<p>Ask and answer the question – Do you like...?</p> <p>Use <i>me gusta/no me gusta</i> to talk about likes and dislikes</p> <p>The verb <i>comer</i> in first and third person</p> <p>Masculine and feminine nouns through <i>el/la/los/las</i></p> <p>Plurals – adding s</p>
	<p>A3 Las Bestias Pequeñas</p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p> <p>Spanish alphabet</p>	<p>Numbers 20-31</p> <p>Minibeasts</p>	<p>Ask and answer the question – what is your favourite?</p> <p>Use <i>me gustan/no me gustan/mi favorito</i> to talk about likes and dislikes</p> <p>Use numbers for a survey – use sentences “Six children chose butterflies”</p> <p>The verb to choose in first and third person</p> <p>Use <i>hay</i> to say there is or there are</p> <p>Plurals – adding s, irregular plurals</p>
	<p>A4 Los Pasatiempos</p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p>	<p>Hobbies</p>	<p>Ask and answer the question – what is your favourite?</p> <p>Use <i>me gustan/no me gustan/mi favorito</i> to talk about likes and dislikes</p> <p>Hobbies verbs in the first, second, third person</p>
	<p>A5 El Clima</p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p>	<p>Weather</p>	<p>Ask and answer question – what is the weather like?</p> <p>Verbs - <i>hacer, llover, nevar</i> in the third person</p>
	<p>A6 Los Meses</p>	<p>Reinforce c, z, v, j, ll, ñ sounds</p> <p>Spanish alphabet</p>	<p>Months</p> <p>Seasons</p>	<p>Ask and answer question – what is the weather like in...?</p> <p>Describe the weather in different months and seasons</p>

Y5/6	B1/2 <i>Insectos imaginarios</i>	Read unknown words with accurate pronunciation using phonic knowledge with support Write words, phrases and sentences with prompts.	Parts of a creature Adjectives Habitats	Describe real and imaginary creatures using nouns and adjectives which agree Make sentences using conjunctions (y) Use the verb form "they" to describe creatures with the verbs ser, tener and vivir
	B3/4 <i>Viajar en España</i>	Read unknown words with accurate pronunciation using phonic knowledge with support Write words, phrases and sentences with prompts.	Numbers to 1000 - kilometres Types of transport Names of places	Ask and answer questions about transport preferences, giving opinions and reasons for your answers using GUSTAR and porque Describe features of types of transport Conjugation of the verbs to go, to live Use prepositions Close to/far from
	B5/6 <i>Diseñadores</i>	Recognise links between phonemes and rhymes Read unknown words with accurate pronunciation using phonic knowledge with support Write words, phrases and sentences with prompts.	Clothes Adjectives	Describe real and imaginary clothes using nouns and adjectives which agree Saying what you would like using querer
	A1/2 <i>Los Extraterrestres</i>	Recognise links between phonemes and rhymes Read unknown words with accurate pronunciation using phonic knowledge with support Write words, phrases and sentences with prompts.	Parts of a creature Adjectives	Describe imaginary aliens and planets using nouns and adjectives which agree Use the verb form "they" to describe aliens with the verbs ser, tener and vivir
	A3/4 <i>Locos por el deporte</i>	Recognise links between phonemes and rhymes Read unknown words with accurate pronunciation using phonic knowledge with support Write words, phrases and sentences with prompts.	Numbers to 1000 – reading bar charts Names of sports Adjectives to give opinions	Ask and answer questions about sports, giving opinions and reasons for your answers using GUSTAR and porque Talk about how other people feel about sports using a range of verb forms (me gusta/te gusta/les gusta)
	A5/6 <i>¡Bienvenido a Mexico!</i>	Recognise links between phonemes and rhymes Read unknown words with accurate pronunciation using phonic knowledge with support Write words, phrases and sentences with prompts.	Names of some places in Mexico Directions Foods	Describe what Mexico is like Ask and answer questions about food - giving reasons for your opinions Use the verb forms for we/they to compare and contrast Mexico and the UK Saying what you would like to do using querer

Assessment framework

	Acquire	Apply (challenge)
By the end of Y4, children can:	Phonics <ul style="list-style-type: none"> • Know that Spanish phonemes can be the same as or different from English and other known languages • Imitate sounds and use accurate pronunciation and intonation • Make links between letters and sounds to read and write • Identify specific phonemes aurally with a prompt 	Phonics <ul style="list-style-type: none"> • Give examples of Spanish phonemes that are the same as or different from English and other known languages • Independently and accurately pronounce and intone sounds • Give examples of links between letters and sounds when reading and writing • Independently identify specific phonemes aurally
	Vocabulary <ul style="list-style-type: none"> • Link Spanish and English words by recognising given cognates and other language patterns • Listen attentively and join in with simple stories, songs, poems and rhymes from a range of sources - verbally and with gestures • Perform simple communicative tasks using words, phrases and short sentences with support • Read carefully and understand words, phrases and simple sentences with support. • Read, understand and respond appropriately to instructions, everyday classroom language and praise words 	Vocabulary <ul style="list-style-type: none"> • Link Spanish and English words by independently giving examples of cognates and other language patterns • Perform familiar rhymes, stories and songs independently • Perform simple communicative tasks using single words, phrases and short sentences independently • Recall and use familiar written and spoken words, phrases and sentences independently • Recall and use instructions, everyday classroom language and praise words independently
	Grammar <ul style="list-style-type: none"> • Use punctuation correctly with support, for example ¡ and ¿ • Identify masculine and feminine nouns by definite and indefinite article with support • Know that there are some spelling rules to identify masculine and feminine nouns • Recognise regular plural nouns • Use and to join two nouns or adjectives • Recognise simple adjective agreements (singular) • Construct simple oral and written sentences containing accurately formed regular first, second and third person verbs with prompts, to produce texts for different purposes and audiences • Be able to understand irregular verbs in modelled contexts with prompts • Recognise prepositions in context • Ask and answer questions with support, engaging in conversation • Express opinions with support • Begin to find patterns and cognates 	Grammar <ul style="list-style-type: none"> • Use punctuation correctly independently • Explain how to differentiate masculine and feminine nouns by definite and indefinite article • Give examples of some spelling rules to identify masculine and feminine nouns • Make regular plural nouns • Use and in a variety of ways • Apply simple adjective agreements (singular) • Independently construct simple oral and written sentences containing accurately formed regular first, second and third person verbs, for different purposes and audiences • Be able to use irregular verbs in modelled contexts independently • Use previously learnt prepositions with confidence • Ask and answer questions fluently in conversation • Give opinions independently

By the end of Y6, children can:	Phonics <ul style="list-style-type: none"> Recognise links between phonemes such as rhymes Read unknown words confidently with accurate pronunciation and intonation using phonic knowledge with support to decode new words Write words, phrases and sentences with prompts Make links between letters, sounds and meanings in given examples Know the alphabet and be aware that letter names and phonemes can be different 	Phonics <ul style="list-style-type: none"> Give examples of links between phonemes such as rhymes Read unknown words confidently with accurate pronunciation and intonation using phonic knowledge with support to decode new words independently Write words, phrases and sentences using phonic knowledge without prompts Make links between letters, sounds and meanings independently Use letter names from memory to complete spelling tasks
	Vocabulary <ul style="list-style-type: none"> Read and understand words, phrases and more complex sentences from a range of sources with support, including stories, songs, poems and rhymes Show understanding by responding to more complex instructions, everyday classroom language and praise words, and be able to ask for help in Spanish Use a dictionary with support to broaden their vocabulary Use vocabulary with flexibility to speak with increasing fluency and spontaneity within a unit 	Vocabulary <ul style="list-style-type: none"> Read and understand words, phrases and more complex sentences from a range of sources with support, including stories, songs, poems and rhymes Show understanding by using more complex instructions, everyday classroom language and praise words to communicate independently, including by asking for help in new ways Use a dictionary independently to broaden their vocabulary Use vocabulary with flexibility to speak with increasing fluency and spontaneity using words collected and recalled from a range of sources
	Grammar <ul style="list-style-type: none"> Recognise nouns that have an irregular plural Recognise the gender of nouns and simple adjective agreements (singular and plural) Recall and write grammatically correct phrases and sentences Give descriptions orally and in writing, using correct adjective forms with support Use prompts to construct a wider range of oral and written sentences containing accurately formed verbs to produce longer texts for a range of purposes and audiences Be able to understand irregular verbs in modelled contexts with prompts Understand a range of prepositions to describe position and location in context Recognise a wider range of conjunctions Ask, answer and construct questions with support Express opinions and give reasons with support Identify patterns and cognates as part of a focused task Present information to a range of audiences using appropriate grammar as part of a structured task 	Grammar <ul style="list-style-type: none"> Give examples of spelling rules to make irregular plurals Correctly gender nouns and use knowledge to apply simple adjective agreements (singular and plural) Adapt known phrases and sentences to create new sentences, following grammatical rules Give descriptions orally and in writing, using correct adjective forms independently Independently construct a wider range of oral and written sentences containing accurately formed verbs to produce longer texts for a range of purposes and audiences Be able to explain how haber, gustar and some other verbs are irregular Use a range of prepositions to describe position and location independently Use a wider range of conjunctions independently Ask, answer and construct questions independently Express opinions and give reasons independently Identify patterns and cognates as part of independent discussion Present information to a range of audiences using appropriate grammar with more flexibility and fluidity