

Concepts and Content Organiser: MFL- Spanish

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

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

Y5/6	B1/2 <i>Insectos imaginarios</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 an insect Adjectives Habitats Dictionary	Describe real and imaginary insects using nouns and adjectives which agree Make sentences using conjunctions and prepositions Use the verb form "they" to describe insects
	B3/4 <i>Alrededor del mundo</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 40-100 Larger numbers – miles and kilometres Types of transport Names of some countries, global habitats, directions and co-ordinates Saying where people live and where people are from Close to/far from Revision of weather Dictionary	Ask and answer questions about transport, location and preferences Describe location in a range of ways Give simple directions Use the verb forms for we/they to describe where people live Saying where you or others would like to go using querer Give reasons for answers by describing what a place is like
	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 Colours Food Adjectives La Tomatina and other festivals Dictionary	Describe real and imaginary clothes using nouns and adjectives which agree Design a menu with food descriptions using a dictionary – use grammar rules to expand descriptions Use the verb form "they" to describe what people do at festivals
	A1/2 <i>El Sistema Solar</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 40-100 Larger numbers – distances in space Names of the planets Adjectives Prepositions - Close to/Far from Body parts Saying where people live and where people are from	Describe real and imaginary aliens and planets using nouns and adjectives which agree Make sentences using conjunctions and prepositions Describe location in a range of ways Use the verb form "they" to describe aliens
	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.	Names of sports Locations of sports activities Adjectives to describe feelings and opinions Revision of days of the week Designing a sports kit – stripes, spots Dictionary	Ask and answer questions about sports, giving opinions and reasons for your answers Talk about how other people feel about sports using a range of verb forms Be able to say when and where you play sports Describe real and imaginary sports kits using nouns and adjectives which agree
	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 countries, global habitats, directions and co-ordinates Weather and climate Mexican food and music Coco Day of the Dead Dictionary	Ask and answer questions about locations, food, music and activities, giving reasons for your opinions Describe location in a range of ways Use the verb forms for we/they to compare and contrast where people live Saying what you or others 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 • 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

	<p>Grammar</p> <ul style="list-style-type: none"> • Recognise nouns that have an irregular plural • Recognise 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 	<p>Grammar</p> <ul style="list-style-type: none"> • Give examples of spelling rules to make irregular plurals • 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
--	---	---

