



St Laurence's CE Primary School
MFL (Spanish) Overview
KS2
Academic Year: 2022-2023



Year: 3					
Autumn 1 Feelings and personality	Autumn 2 In my pencil case	Spring 1 Routines	Spring 2 How many	Summer 1 Pictures	Summer 2 Opinions
Key Content & Skills I can describe me and others	Key Content & Skills I can say what I and others have	Key Content & Skills I can say what I and others do	Key Content & Skills I can say how many things and describe things	Key Content & Skills I can describe things and people	Key Content & Skills I can say express likes and say what I and others do
<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p>Grammar: <i>estar</i> (singular) for location & temporary state, <i>ser</i> (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), <i>tener</i>, singular indefinite articles (<i>un, una</i>), intonation questions, WH-questions with <i>dónde, cómo, qué</i></p>		<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu] [ca] [co] [cu] [que] [qui]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,</p> <p>Grammar: -AR and -ER present tense (singular), singular definite articles (<i>el, la, hay</i>), regular plural marking on nouns (-s), interrogative <i>cuántos, cuántas</i>, revisit indefinite articles, plural indefinite articles</p>		<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu] [ca] [co] [cu] [que] [qui]</p> <p>Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (<i>rojo</i>), <i>Todo un año (amarillo)</i> revisit days, months</p> <p>Grammar: revisit <i>hay</i>, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using <i>amar/odiar</i> + definite article, revisit intonation question</p>	
Session 1: to be - I am, s/he is (<i>estar</i>) location	Session 8: <i>ser (es)</i> + day & revisiting <i>estoy</i> + temporary state WH-questions with <i>¿qué?</i>	Session 1: <i>Actividades en clase</i> : infinitive verbs = to do something/doing something	Session 7: <i>un / una</i> – singular indefinite article ; <i>tengo, tienes, tiene</i> [+ numbers + nouns] ; regular plural marking on nouns (-s)	Session 1: Describing pictures (adapting <i>Paisajes para que los pintes</i>) - Gloria Fuertes / Using singular definite and indefinite articles Using a word list for reference	Session 7: singular definite articles [<i>el, la</i>] / plural definite article [<i>los / las</i>] / Use of definite article after verbs of opinion / Singular present tense -AR verbs / Personal 'a'
Session 2: raised intonation questions [<i>estoy, está</i>] + name of Spanish cities	Session 9: <i>Una excursión a la montaña: un / una</i> – singular indefinite article; to have having - I have	Session 2: <i>El fin de semana vs la semana</i> : AR verbs - I, you, s/he	Session 8: <i>Carnaval: "¿cuántos xxx hay? unos, unas</i> - plural indefinite article <i>hay</i> [+ numbers + nouns] Regular plural marking on nouns (-s)	Session 2: Continuation of picture description: Revisit postnominal adjective agreement - o/a, -e, - consonant	Session 8: Singular present tense -AR and -ER verbs
Session 3: to be - I am, you are, s/he is (<i>estar</i>) temporary state	Session 10: <i>Un amigo, Max</i> : to have having - I have, s/he has	Session 3: <i>En el aire libre</i> : singular definite articles - <i>el, la</i> ; Nouns that end in -a / -o plus nouns that end in -e (masc & fem)	Session 9: <i>Una historia</i> : Repaso	Session 3: <i>En el zoo: XXX, ¿Cómo es?</i> singular definite articles & adjective agreement (nouns ending in -e)	Session 9: Revisit singular present tense -AR and -ER verbs
Session 4: singular regular adjective agreement: adjectives that end in -o (change to -a for feminine)	Session 11: <i>El estuche de Sofia</i> : to have - I have, you have raised intonation questions <i>¿Tienes un/una...? Do you have a...?</i>	Session 4: Morning routines: AR verbs - I, you, s/he singular definite articles - <i>el, la</i>	Session 10: Term 2 knowledge quiz (vocabulary, grammar)	Session 4: <i>Comparar</i> : Subject pronouns for clarity and emphasis	Repaso (revision)
Session 5: raised intonation questions - revisit singular regular adjective agreement (-o & -a) + regular ending in -e or -z + <i>Está... ahora/hoy?</i>	Session 12: <i>Una fiesta</i> : post-nominal adjective gender agreement; raised intonation questions	Session 5: ER verbs - I, s/he Personal 'a'; Raised intonation questions	Session 11: Term 2 knowledge quiz (phonics)	Session 5: Singular possessive adjectives <i>mi / tu</i> Revisit <i>SER vs ESTAR</i> 3rd person singular Revisit adjective endings	Repaso (revision)
Session 6: <i>ser (soy & es)</i> for permanent traits	Session 13: Term 1 knowledge quiz (vocabulary, grammar) <i>Un villancico</i> (Christmas carol)	Session 6: <i>Actividades</i> : ER verbs - I, you, s/he Personal 'a' singular definite articles - <i>el, la</i>	Repaso (revision)	Session 6: Using <i>tener</i> to be 'be' <i>Tener</i> + noun for states, <i>tener + años</i> for age	Repaso (revision)
Session 7: <i>ser (eres)</i> for origin & permanent traits; revisiting <i>es & soy</i>	Session 14: Term 1 knowledge quiz (phonics) <i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>		<i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>		<i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>



St Laurence's CE Primary School
MFL (Spanish) Overview
KS2
Academic Year: 2022-2023



Year: 4

Year: 4					
Autumn 1 Feelings and personality	Autumn 2 At home	Spring 1 Routine	Spring 2 How many	Summer 1 Pictures	Summer 2 Opinions
Key Content & Skills I can describe me and others	Key Content & Skills I can say what I and others have	Key Content & Skills I can say what I and others do	Key Content & Skills I can say how many things and describe things	Key Content & Skills I can describe things and people	Key Content & Skills I can say express likes and say what I and others do
<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [a] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p>Grammar: <i>estar</i> (singular) for location & temporary state, <i>ser</i> (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), <i>tener</i>, singular indefinite articles (<i>un, una</i>), intonation questions, WH-questions with <i>dónde, cómo, qué</i></p>		<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu] [ca] [co] [cu] [que] [qui]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,</p> <p>Grammar: -AR and -ER present tense (singular), singular definite articles (<i>el, la, hay</i>), regular plural marking on nouns (-s), interrogative <i>cuántos, cuántas</i>, revisit indefinite articles, plural indefinite articles</p>		<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu] [ca] [co] [cu] [que] [qui]</p> <p>Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (<i>rojo</i>), <i>Todo un año (amarillo)</i> revisit days, months</p> <p>Grammar: revisit <i>hay</i>, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using <i>amar/odiar</i> + definite article, revisit intonation question</p>	
Session 1: to be - I am, s/he is (<i>estar</i>) location	Session 8: <i>ser (es)</i> + day & revisiting <i>estoy</i> + temporary state WH-questions with <i>¿qué?</i>	Session 1: <i>Un club de español</i> : infinitive verbs = to do something/doing something	Session 7: <i>un / una</i> – singular indefinite article ; <i>tengo, tienes, tiene</i> [+ numbers + nouns] ; regular plural marking on nouns (-s)	Session 1: Describing pictures (adapting <i>Paisajes para que los pintes</i>) - Gloria Fuertes / Using singular definite and indefinite articles Using a word list for reference	Session 7: singular definite articles [<i>el, la</i>] / plural definite article [<i>los / las</i>] / Use of definite article after verbs of opinion / Singular present tense -AR verbs / Personal 'a'
Session 2: raised intonation questions [<i>estoy, está</i>] + name of Spanish cities	Session 9: <i>La cama de Sofía: un / una</i> – singular indefinite article; to have having - I have	Session 2: <i>El fin de semana</i> : AR verbs - I, you, s/he	Session 8: <i>¿cuántos xxx hay?</i> <i>unos, unas</i> - plural indefinite article <i>hay</i> [+ numbers + nouns] Regular plural marking on nouns (-s)	Session 2: Continuation of picture description: Revisit postnominal adjective agreement - o/a, -e, - consonant	Session 8: Singular present tense -AR and -ER verbs
Session 3: to be - I am, you are, s/he is (<i>estar</i>) temporary state	Session 10: <i>Sofía y Elena</i> : to have having - I have, s/he has	Session 3: <i>En Barcelona</i> : singular definite articles - <i>el, la</i> ; Nouns that end in -a / -o plus nouns that end in -e (masc & fem)	Session 9: Repaso	Session 3: <i>XXX, ¿Cómo es?</i> singular definite articles & adjective agreement (nouns ending in -e)	Session 9: Revisit singular present tense -AR and -ER verbs
Session 4: singular regular adjective agreement: adjectives that end in -o (change to -a for feminine)	Session 11: <i>La mesa de Quique</i> : to have - I have, you have raised intonation questions <i>¿Tienes un/una...? Do you have a...?</i>	Session 4: <i>Por la tarde</i> : AR verbs - I, you, s/he singular definite articles - <i>el, la</i>	Session 10: Term 2 knowledge quiz (vocabulary, grammar)	Session 4: Subject pronouns for clarity and emphasis	Repaso (revision)
Session 5: raised intonation questions - revisit singular regular adjective agreement (-o & -a) + regular ending in -e or -z + ; <i>Está... ahora/hoy?</i>	Session 12: <i>El club de teatro</i> : post-nominal adjective gender agreement; raised intonation questions	Session 5: ER verbs - I, s/he Personal 'a'; Raised intonation questions	Session 11: Term 2 knowledge quiz (phonics)	Session 5: Singular possessive adjectives <i>mi / tu</i> Revisit <i>SER vs ESTAR</i> 3rd person singular Revisit adjective endings	Repaso (revision)
Session 6: <i>ser (soy & es)</i> for permanent traits	Session 13: Term 1 knowledge quiz (vocabulary, grammar) <i>Un villancico</i> (Christmas carol)	Session 6: ER verbs - I, you, s/he Personal 'a' singular definite articles - <i>el, la</i>	Repaso (revision)	Session 6: Using <i>tener</i> to be 'be' <i>Tener</i> + noun for states, <i>tener</i> + años for age	Repaso (revision)
Session 7: <i>ser (eres)</i> for origin & permanent traits; revisiting <i>es & soy</i>	Session 14: Term 1 knowledge quiz (phonics) <i>Los Tres Reyes Magos</i> (The Three Wise Men) <i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>		<i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>		<i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>



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Year: 5

Autumn 1 Feelings and personality	Autumn 2 In the classroom	Spring 1 Free time	Spring 2 Places in Spain	Summer 1 Free time: sport and music	Summer 2 Opinions and modal verbs
Key Content & Skills I can describe me and others	Key Content & Skills I can say what I and others have	Key Content & Skills I can say what I and others do	Key Content & Skills I can say where I am going and what there is there	Key Content & Skills I can say what activities I and others do	Key Content & Skills I can say what activities I and others like/dislike and want and have to do
<p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives <i>quién, qué, cuándo, cuál, cuántos/cuántas</i>, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: <i>estar</i> (plural) for location & temporary state, <i>ser</i> (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -l, -s), <i>hay, tener</i>, singular indefinite articles (<i>un, una</i>), post-nominal adjectives, intonation questions, WH-questions with <i>quién, qué, cuándo, cuál, cuántos/cuántas</i>, negation with <i>no</i></p>		<p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (<i>el, la</i>), intonation questions, <i>hay</i>, negation with <i>no</i>, verb IR (singular), contractions <i>del, al</i></p>		<p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: <i>hacer</i> (singular/plural), <i>jugar</i> (singular/plural), two-verb structures - <i>amar</i> <i>odiar, querer</i> <i>deber</i> <i>poder</i> (singular) + infinitive, revisit intonation and WH-questions</p>	
Session 1: Meeting a new class: to be [estar vs. ser] - I am vs. you are regular adjectival agreement (singular) // <i>Quién eres? ¿Cómo eres? ¿Cómo estás? //</i>	Session 8: <i>Un día terrible:</i> to have <i>un / una</i> – singular indefinite article regular post-nominal adjective agreement (singular)	Session 1: <i>Comparar costumbres (Navidad, cumpleaños):</i> AR verbs – we / they	Session 7: <i>Oviedo y Badajoz</i>	Session 1: Things you do using ‘ <i>hacer</i> ’	Session 7: <i>Tareas de casa //</i> AR/ER verbs: we and they 2-verb structures: <i>amar, odiar</i>
Session 2: Describing people we know: to be [estar vs. ser] - I am vs. s/he is regular adjectival agreement (singular)	Session 9: <i>En mi mochila: ¿tienes / tiene? //</i> <i>unos/unas</i> + plural noun // raised intonation questions // regular adjectival agreement (plural)	Session 2: <i>En clase de idiomas</i>	Session 8: Compass points in Spain	Session 2: Preparing for a party // ‘ <i>a</i> ’ + <i>la</i> meaning ‘to/on’ with positions	Session 8: <i>En el colegio //</i> 2-verb structures - <i>deber</i>
Session 3: Describing friends: to be [estar vs. ser] - we are // regular adjectival agreement (plural) o/a>os/as, e>es	Session 10: <i>En la clase:</i> to have // <i>un, una, unos, unas //</i> raised intonation questions // negation with <i>no</i>	Session 3: School fundraising	Session 9: Trip to Spanish city	Session 3: Talking about the weather and seasons	Session 9: <i>Repaso</i> 2-verb structures, AR/ER verbs (I, you, s/he, we, they), adjective agreement and position
Session 4: <i>¿Cuándo es tu cumpleaños?</i> Dates: Talking about birthdays	Session 11: <i>¡No tenemos espacio!</i> to have // <i>un, una, unos, unas //</i> wh-word questions // regular adjective endings	Session 4: At break time	Session 10: Term 2 knowledge quiz (vocabulary, grammar)	Session 4: <i>La Tomatine Infantil:</i> AR verbs: s/he, it and they ER verbs: s/he, it and they	<i>Repaso</i> (revision)
Session 5: <i>¿Cuál es la fecha de ...?</i> Talking about dates	Session 12: Professions <i>¿tiene...?</i> [Does he/she have?]: <i>TENER</i> + article + noun + adjective // Physical description	Session 5: Story (life on a strange farm) <i>dentro del / de la //</i> AR verbs – I, s/he, they	Session 11: Term 2 knowledge quiz (phonics)	Session 5: <i>Fiestas Patrias e Inti Raymi en Perú</i>	<i>Repaso</i> (revision)
Session 6: Talking about friends: to be [estar vs. ser] - they are (contrast with <i>estamos/somos</i>) regular adjectival agreement (plural) singular / plural o>s, a>s, e>s	Session 13: Term 1 knowledge quiz (vocabulary, grammar) <i>Un villancico</i> (Christmas carol)	Session 6: Saying what I and others do: Plural possessive adjectives <i>mis/tus</i> <i>TENER</i> - I, you // Negation // Yes/No questions	<i>Repaso</i> (revision)	Session 6: Using countable/uncountable nouns (e.g. <i>mucho dinero, mucho tráfico, mucha gente</i>)	<i>Repaso</i> (revision)
Session 7: El día de los muertos : <i>¿Cuántos/ Cuántas ? //</i> <i>Hay X...</i> <i>Son...</i> regular adjectival agreement adjectival agreement (plural) z>ces, l/>es	Session 14: Term 1 knowledge quiz (phonics) <i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>		<i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>		<i>Assessment Against the National Curriculum: Pupils will be tested on the vocabulary, pronunciation and grammar they have covered this term, and within the skills of listening, reading, writing and speaking</i>



St Laurence's CE Primary School
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KS2
Academic Year: 2022-2023



Year: 6

Autumn 1 Feelings and personality Key Content & Skills I can describe me and others	Autumn 2 In the classroom Key Content & Skills I can say what I and others have	Spring 1 Free time Key Content & Skills I can say what I and others do	Spring 2 Places in Spain Key Content & Skills I can say where I am going and what there is there	Summer 1 Free time: sport and music Key Content & Skills I can say what activities I and others do	Summer 2 Opinions and modal verbs Key Content & Skills I can say what activities I and others like/dislike and want and have to do			
<p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives <i>quién, qué, cuándo, cuál, cuántos/cuántas</i>, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: <i>estar</i> (plural) for location & temporary state, <i>ser</i> (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -l, -s), <i>hay, tener</i>, singular indefinite articles (<i>un, una</i>), post-nominal adjectives, intonation questions, WH-questions with <i>quién, qué, cuándo, cuál, cuántos/cuántas</i>, negation with <i>no</i></p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [j] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (<i>el, la</i>), intonation questions, <i>hay</i>, negation with <i>no</i>, verb IR (singular), contractions <i>del, al</i></p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: <i>hacer</i> (singular/plural), <i>jugar</i> (singular/plural), two-verb structures - <i>amar odiar, querer deber poder</i> (singular) + infinitive, revisit intonation and WH- questions</p>	<p>Session 1: Meeting a new class: to be [estar vs. ser] - I am vs. you are regular adjectival agreement (singular) // <i>¿Quién eres? ¿Cómo eres? ¿Cómo estás? //</i></p> <p>Session 2: Describing people we know: to be [estar vs. ser] - I am vs. s/he is regular adjectival agreement (singular)</p> <p>Session 3: Describing friends: to be [estar vs. ser] - we are // regular adjectival agreement (plural) o/a>os/as, e>es</p> <p>Session 4: Talking about events & dates: -¿Cuándo es el concierto? ¿Cuándo es la fiesta?</p> <p>Session 5: Talking about shows and exhibitions - ¿Cuál es la fecha de...?</p> <p>Session 6: Talking about friends: to be [estar vs. ser] - they are (contrast with <i>estamos/somos</i>) regular adj agr (plural) singular / plural o>s, a>s, e>s</p> <p>Session 7: <i>El día de los deportes - ¿Cuántos/Cuántas? Hay X... Son...</i> regular adjectival agreement adjectival agreement (plural) z>ces, l/s>es</p>	<p>Session 8: <i>Un compañero inglés:</i> to have - I have vs s/he has, he has vs she has <i>un / una</i> – singular indefinite article regular post-nominal adjective agreement (singular)</p> <p>Session 9: <i>En mi ciudad - ¿tienes / tiene?</i> [Do you / does s/he have?] // <i>unos/unas</i> + plural noun // raised intonation questions // reg adj agreement (plural) as complement</p> <p>Session 10: <i>En la ciudad:</i> to have - s/he has vs they have // indefinite articles <i>un, una, unos, unas</i> // raised intonation questions // negation with <i>no</i></p> <p>Session 11: <i>¡no tenemos espacio!</i> – comparing towns: to have - we have vs they have // <i>un, una, unos, unas</i> // wh-questions <i>qué</i> and <i>cómo</i> // regular singular and plural adjective endings</p> <p>Session 12: Celebrities - <i>¿tiene...?</i> [Does he/she have?]: <i>TENER + el/la/los/las</i> (or no article) + plural noun + reg adj (plural) // Physical description</p> <p>Repaso (revision)</p> <p>Assessment Against the National Curriculum: Pupils will be tested on vocabulary, pronunciation and grammar within the skills of listening, reading, writing and speaking</p>	<p>Session 1: Comparar tradiciones (<i>Carnaval, Fallas</i>) // AR verbs – we/they</p> <p>Session 2: ER verbs – h/she / we</p> <p>Session 3: At school - ER verbs - I, you Yes / No questions</p> <p>Session 4: Saying what I and others do - ER verbs – I, you, s/he, we negation</p> <p>Session 5: <i>jugar + al / a la</i> // AR verbs – I, s/he, they</p> <p>Session 6: Plural possessive adjectives <i>mis/tus</i> // <i>TENER</i> - I, you // Negation // Yes/No questions</p> <p>Assessment Against the National Curriculum: Pupils will be tested on vocabulary, pronunciation and grammar within the skills of listening, reading, writing and speaking</p>	<p>Session 7: <i>un / una // Hay</i> [+ numbers + nouns] / regular plural marking on nouns (-s) / regular postnominal adjective / agreement (sing. and plural) / Negation: <i>No hay</i> + article (N.B. omission of article is possible)</p> <p>Session 8: Physical geography - <i>ir – voy, vas, va</i> [a + el = al / a la, 'to' the]</p> <p>Session 8: Physical geography - <i>ir – voy, vas, va</i> [a + el = al / a la, 'to' the]</p> <p>Session 9: A Spanish city. Contrast 'at/in' and 'to' e.g. <i>estoy en Madrid. Voy a Madrid.</i></p> <p>Repaso (revision)</p> <p>Repaso (revision)</p> <p>Repaso (revision)</p>	<p>Session 1: LLEGAR + <i>del / de la</i> + places in town</p> <p>Session 2: translating <i>hacer</i> as "to go" Vs. "to do"</p> <p>Session 3: Talking about the weather and seasons</p> <p>Session 4: <i>La Tomatine Infantil:</i> AR verbs: s/he, it and they ER verbs: s/he, it and they</p> <p>Session 5: <i>Fiestas Patrias e Inti Raymi en Perú</i></p> <p>Session 6: Using <i>unos, unas, muchos, muchas, cuántos, cuántas mucho/mucha</i> - countable/uncountable nouns (e.g. <i>mucho dinero, mucho tráfico, mucha gente</i>)</p> <p>Assessment Against the National Curriculum: Pupils will be tested on vocabulary, pronunciation and grammar within the skills of listening, reading, writing and speaking</p>	<p>Session 7: <i>Tareas de casa</i> - AR/ER verbs: we and they 2-verb structures: <i>amar, odiar</i></p> <p>Session 8: <i>En el colegio</i> // 2-verb structures - <i>deber</i></p> <p>Session 9: <i>Repaso</i> 2-verb structures, AR/ER verbs (I, you, s/he, we, they), adjective agreement and position</p> <p>Repaso (revision)</p> <p>Repaso (revision)</p> <p>Repaso (revision)</p>



St Laurence's CE Primary School
MFL (Spanish) Overview
KS2
Academic Year: 2022-2023



Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	Recognition & Production (Sound (L) to print (W))	I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
	Recognition & Production (Print (R) to sound (S))	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.
Vocabulary	Understanding (Aural (L) / Written (R))	I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.	I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.	I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.	I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.
	Production (Oral (S) / Written (W))	I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures	I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
Grammar ¹	Understanding (Aural (L) / Written (R))	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas		
	Production (Oral (S) / Written (W))	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas		