



St Jude's Catholic Primary School

Progression in MFL - Spanish

Unit 1 — Greetings, Names and Feelings

Listening : Recognise greetings, questions about names and feelings, and familiar classroom speech; respond appropriately. *[NC1, NC2]*

Speaking : Exchange greetings and answer ¿Cómo te llamas? and ¿Cómo estás? using Me llamo... and Estoy... . *[NC3, NC4, NC5, NC6, NC11]*

Reading : Recognise written greetings, personal questions and familiar response phrases. *[NC7, NC9]*

Writing : Write or complete short greetings and personal responses, moving towards recall. *[NC10, NC11]*

Phonics and cultural texts : Explore Spanish alphabet names, ñ, u, ll, d and silent h; rehearse greeting songs and sound-spelling links. *[NC2, NC5, NC8]*

Grammar and language patterns : Use ¿Cómo...? question forms and first-person for me llamo and estoy. *[NC12]*

Unit 2 — Family, Ages and Numbers 0–20

Listening : Identify family members, spoken numbers to 20 and quantity/age questions. *[NC1, NC2]*

Speaking : Introduce family with Este es mi... / Esta es mi...; answer ¿Cuántos/as... hay? and ¿Cuántos años tienes? with hay and tengo... años. *[NC3, NC4, NC5, NC6, NC11]*

Reading : Read family labels, numbers and short sentences about relatives and ages. *[NC7, NC9]*

Writing : Label family members and write short family, number and age statements. *[NC10, NC11]*

Phonics and cultural texts : Practise e, ay, soft c and z sound patterns; sing and recognise number and family vocabulary. *[NC2, NC5, NC8]*

Grammar and language patterns : Use masculine/feminine este/esta, possessive mi, hay and tengo; recognise question structures. *[NC12]*

Unit 3 — Months, Dates, Birthdays and Numbers to 31

Listening : Recognise months, numbers 21–31 and birthday questions in speech and songs. *[NC1, NC2]*

Speaking : Say months, count to 31 and answer ¿Cuándo es tu cumpleaños? with a date, join in with Cumpleaños feliz. *[NC3, NC4, NC5, NC6, NC11]*

Reading : Read month names, dates and birthday sentences. *[NC7, NC9]*

Writing : Write birthday dates and short sentences using familiar patterns. *[NC10, NC11]*

Phonics and cultural texts : Practise j, i and v sounds, syllables and stress through month and birthday songs. *[NC2, NC5, NC8]*

Grammar and language patterns : Use el... de... in dates; understand lower-case month names and Spanish number/date conventions. *[NC12]*

Unit 4 — Body Parts, Colours and Faces

Listening : Follow body-part instructions and identify colours and descriptions of eyes and hair. *[NC1, NC2]*

Speaking : Name body parts and colours; answer ¿De qué color...?; describe own and others' eyes/hair using tengo/tiene. *[NC3, NC4, NC5, NC6, NC11]*

Reading : Read body-part labels, colour words and short descriptions. *[NC7, NC9]*

Writing : Label body parts and write short descriptions of portraits using taught phrases. *[NC10, NC11]*

Phonics and cultural texts : Use body-part songs; practise y, ll, z and j sound-spelling patterns. *[NC2, NC5, NC8]*

Grammar and language patterns : Recognise gender and number in articles and body-part nouns, notice agreement in colour descriptions. *[NC12]*

Unit 5 — Pets, Farm Animals and Animal Sounds

Listening : Recognise pets, farm animals and Spanish animal sounds, understand simple questions about pets. *[NC1, NC2]*

Speaking : Name animals with un/una, respond to ¿Tienes mascota en casa? and describe animals using familiar phrases. *[NC3, NC4, NC5, NC6, NC11]*

Reading : Read animal names, simple pet statements and animal-sound representations. *[NC7, NC9]*

Writing : Write short sentences about pets, including positive and negative responses. *[NC10, NC11]*

Phonics and cultural texts : Sing animal songs; practise v, ñ, qu and r trill sounds; compare Spanish onomatopoeia with English; rehearse animal-word sounds. *[NC2, NC5, NC8]*

Grammar and language patterns : Apply un/una and simple negative structures, notice gender and descriptive agreement. *[NC12]*

Unit 6 — Vegetables, Food, Clothing and Opinions

Listening : Recognise vegetables, food, clothes and spoken questions about likes and dislikes. *[NC1, NC2]*

Speaking : Ask ¿Te gusta...? with suitable intonation, give opinions using me gusta/no me gusta and me gustan/no me gustan. [NC3, NC4, NC5, NC6, NC11]

Reading : Read food, vegetable and clothing words and short opinion statements. [NC7, NC9]

Writing : Write and adapt simple food or clothing preference sentences. [NC10, NC11]

Phonics and cultural texts : Link spelling and pronunciation through songs and tradition Spanish story, repeated food words and question intonation; practise silent h, silent u phonics. [NC2, NC5, NC8]

Grammar and language patterns : Distinguish gusta/gustan, use singular/plural definite articles, negation and gender/number. [NC12]

Unit 7 — Classroom Objects, Numbers to 100 and the Town

Listening : Identify classroom objects, numbers/prices to 100 and descriptions of places in town. [NC1, NC2]

Speaking : Say what is in a pencil case with En mi estuche hay..., ask ¿Tienes...?, answer tengo/no tengo, request politely, and describe a town. [NC3, NC4, NC5, NC6, NC11]

Reading : Read classroom labels, numbers/prices and short town descriptions. [NC7, NC9]

Writing : Write sentences about belongings and town features using familiar patterns. [NC10, NC11]

Phonics and cultural texts : Revisit spelling–sound patterns in numbers and classroom/town vocabulary; also practise ay, cion, que, soft c, z. [NC2, NC5, NC8]

Grammar and language patterns : Use definite/indefinite articles, hay, tengo/no tengo, es/son and noun–adjective agreement. [NC12]

Unit 8 — Sports, Weather and Seasons

Listening : Recognise sports, weather expressions and seasons, distinguish familiar activity verbs. [NC1, NC2]

Speaking : Name sports and use hago/juego with appropriate sports, answer questions about activities and describe weather. [NC3, NC4, NC5, NC6, NC11]

Reading : Read sports vocabulary and short weather/season descriptions, spotting cognates. [NC7, NC9]

Writing : Write short statements about sports and weather using taught structures. [NC10, NC11]

Phonics and cultural texts : Practise pronunciation and intonation in weather/activity expressions, practise g-h, silent h, j. [NC2, NC5, NC8]

Grammar and language patterns : Distinguish *hago* and *juego* (including *juego al*), use weather structures and connectives where taught. *[NC12]*

Unit 9 — Wild Animals, Habitats and Regular Verbs

Listening : Understand spoken descriptions of wild animals, habitats and regular verb forms. *[NC1, NC2]*

Speaking : Name and describe wild animals and habitats; use *vive en...* and recognise/use conjugated regular verbs in speech. *[NC3, NC4, NC5, NC6, NC11]*

Reading : Read animal and habitat descriptions, identifying adjectives and verb endings. *[NC7, NC9]*

Writing : Write connected sentences about an animal, its appearance and habitat; adapt verb forms. *[NC10, NC11]*

Phonics and cultural texts : Read descriptions aloud with clear stress and pronunciation; reinforce sound–spelling patterns, practise *g-h*, *ui*, *qu*, *v* sounds. *[NC2, NC5, NC8]*

Grammar and language patterns : Apply noun/adjective agreement, *vivo/vive* and present-tense regular *-ar*, *-er* and *-ir* conjugations. *[NC12]*

Progression Across Units

Units 1–4 | Establishing foundations: Learn the alphabet, learn first numbers, recognise and repeat familiar words and phrases, exchange personal information, read and write short, modelled sentences, listen to and sing songs, and begin applying sound–spelling and gender patterns.

Units 5–7 | Building familiarity and independence: Ask and answer questions about pets, preferences, possessions and places, continue to listen to and sing songs and join in with Spanish stories, adapt familiar sentences and begin to learn and use articles, negatives and plural forms more deliberately.

Units 8–9 | Extending and combining language knowledge: Extend knowledge of numbers, use a wider range of verbs for activities and habitats; describe animals and places in connected speech and writing; recognise and apply regular present-tense conjugation patterns.