MFL age related expectations

(skills progression)

Skill	Year 3	Year 4	Year 5–6 (shared curriculum)
Listening	Understand familiar words and short phrases about personal information, numbers, colours and familiar topics. Identify key information in short, supported utterances.	Understand familiar questions and instructions; identify key details in short dialogues about pets, home, school, hobbies and weather.	Understand short conversations and spoken descriptions; identify relevant details about people, routines, places, time, shopping and everyday situations.
Speaking	Answer familiar questions using modelled phrases; introduce themselves; say numbers, age and simple personal information; practise pronunciation and take turns.	Ask and answer simple questions; describe familiar topics using short sentences; express simple likes and dislikes; use modelled connectives where appropriate.	Take part in short conversations and role-play; describe people and places; talk about time and routines; ask for and give simple information; adapt familiar phrases with increasing independence.
Reading	Recognise familiar words and phrases; use phonics and visuals to support reading; read short modelled sentences.	Read familiar descriptions, instructions, short dialogues and simple sentences; use sound–spelling knowledge and context to support meaning.	Read short texts, dialogues and descriptions; identify key information; apply phonics to unfamiliar words and use context to infer meaning.
Writing	Copy and write familiar words; complete sentence frames; write simple phrases and sentences using a word bank.	Write short sentences about familiar topics; use modelled structures and word banks; begin to link ideas and apply basic agreement.	Adapt familiar sentence patterns; write short connected descriptions or dialogues; use appropriate vocabulary, articles, adjectives and connectives with support as needed.
Phonics	Revisit vowels and key consonants; connect sounds to spelling in familiar vocabulary.	Apply sound–spelling knowledge to read and write new topic vocabulary; practise patterns such as j/ge/gi, ll and ñ.	Use phonics more independently, including r/rr, qu, gu, silent h and accent marks where relevant; read aloud with increasing accuracy.
Grammar	Notice articles, gender and simple sentence patterns; use familiar question-and-answer structures.	Develop noun–article and noun–adjective agreement; use simple negatives, opinions and question patterns in context.	Apply familiar grammatical patterns more independently, including gender/number agreement, adjectives, negatives, opinions, time expressions and connectives.

Intercultural understanding across KS2

Across the four-year groups, pupils develop curiosity about Spanish-speaking communities, recognise that language and culture are connected, compare aspects of daily life respectfully and understand that Spanish is used by people in many different countries. Cultural learning is integrated into relevant units rather than taught as a separate Spain & its culture unit.