

Hanley St Luke's MFL Spanish Progression of Skills Overview 2026-27



"I have come that they may have life and have it to the full." (John 10:10)

Curriculum Drivers

Careers	English	Behaviour	Leadership	Outdoor	Christian Life	STEM	Attendance
Careers: I Plan and Explore. I can use decision-making skills to plan my learning in order to explore the world of work and my place in it. I Explore I Plan	English: I Achieve I can read at least five times a week to develop fluency, confidence and a love of reading. I can achieve a greater understanding of texts we study through questioning and comprehension. I Achieve	Behaviour: I Decide I can decide on my best option and opportunities to form positive long-term relationships. I Decide	Leadership: I Focus. I can focus on my values and interests to help support the teachers who help me to learn. I Focus	Outdoor: I Discover I can apply my knowledge and skills to discover my strength and talents to learn through the outdoor provision. I Discover	Christian Life: I Achieve I can achieve together in love and faith with Christ at the centre of our mission together. All children of all faiths, abilities and personalities are empowered to thrive and succeed. I Achieve	STEM: I Discover and Explore I can take part in STEM opportunities such as scientific enquiry and maths reasoning in order to get STEM jobs in the future. I Discover I Explore	Attendance: I Decide I know that being at school as much as possible on time helps me to learn. I Decide



Termly Driver Focus



I Discover: young people discover their strengths and talents
 I Explore: young people explore the world of work and their place in it.

I Focus: young people focus on their values and interests

I Plan: young people use decision-making skills to plan their learning and career programs

I Decide: young people decide on their best options and opportunities

I Apply: young people apply their skills and knowledge to their learning and career planning

Year 3			
Listening	Speaking	Reading	Writing
understand a few familiar spoken words and phrases - e.g.: - greetings - classroom instructions - a few words and phrases in a song or a rhyme - numbers 0-50 - months and days of the week - family members	say and repeat single words and short simple phrases - e.g.: - greeting someone - saying: si, no, por favor, gracias - days of the week - numbers - months - colours	can recognise and read out a few familiar words and phrases - e.g.: - from songs - labels on familiar objects	can write or copy simple words or symbols correctly - e.g.: - greetings - numbers - days of the week - colour
Key Vocabulary • hola, buenos días, buenas tardes • adiós • sí / no / por favor / gracias • me llamo... • números 0-50 • días de la semana (lunes, martes...) • meses del año (enero...) • colores (rojo, azul, verde...) • familia (madre, padre, hermano, hermana)			
Year 4			
Listening	Speaking	Reading	Writing
understand a range of familiar spoken phrases -	answer simple questions and give basic information - e.g.:	can understand and read out familiar written phrases - e.g.:	can write one short sentence to a model and fill in the words on a simple form

e.g.: - questions about: greetings, name, age, the date, favourite colour, birthday, brothers and sisters - family description - someone's age - letters of Spanish alphabet - classroom instructions	- saying what my name is - saying how I am feeling - spell my name - how old I am - favourite colour - saying the date - when my birthday is - whether I have sibling	- simple phrases - questions - someone writing about their family - the date	- e.g.: personal information: name, age, birthday, brothers and sisters, favourite colour
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Key Vocabulary

- ¿Cómo te llamas? / Me llamo...
- ¿Cuántos años tienes? / Tengo... años
- ¿Cómo estás? (bien, mal, cansado...)
- ¿Cuándo es tu cumpleaños?
- números (consolidation + extending)
- colores + opinions (me gusta...)
- familia (extended: abuela, abuelo...)
- el alfabeto
- días, meses, fechas
- tengo / no tengo
- un / una / el / la

Year 5

Listening	Speaking	Reading	Writing
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understand the main points from a short, spoken passage made up of familiar language. - e.g.: - a short rhyme or song - the weather conditions - where people are in the house - someone's hobbies	ask and answer simple questions and talk about my interests - e.g.: - taking part in a dialogue about my hobbies, favourite school subjects and sports - taking part in a survey about transports to go to school - say if I have pets at home - taking part in a dialogue at the market to buy fruits and vegetables	understand the questions and main point(s) from a short, written passage in clear printed script - e.g.: - very simple part of a dialogue	write a few short sentences with support using expressions which they have already learnt - e.g.: - describe where people/animals are in the house - describe things in the classroom - write how I go to school - describe the weather conditions - write about hobbies, favourite sports and school subjects
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Key Vocabulary

- hobbies (jugar, leer, nadar, bailar...)
- deportes (fútbol, tenis...)
- asignaturas (matemáticas, inglés...)
- ¿Qué te gusta hacer? / Me gusta...
- transport (voy en coche / autobús / a pie)
- tiempo (hace sol, llueve, hace frío...)
- casa (cocina, salón, dormitorio...)
- animales / mascotas (perro, gato...)
- comida (fruta, verduras...)
- en / a (prepositions for movement)
- vivo en...
- y / pero (connectives)

Year 6

Listening	Speaking	Reading	Writing
understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences - e.g.: - sentences about people's feelings	take part in a simple conversation and express opinions - e.g.: - say my nationality and where I live - take part in a dialogue at a supermarket - counting euros and buying things	understand the main points and some of the detail from short written texts in familiar contexts - e.g.: -two to three sentences of information about someone	write a short text on a familiar topic, adapting language which they have already learnt - e.g.:

- sentences describing people's nationality and where they live - sentences describing what mode of transport I am using to travel			- two to three sentences describing myself, my nationality, the country I live in and what mode of transport I use when I travel to different countries
Key Vocabulary • nacionalidades (soy inglés/español...) • países y ciudades • ropa (camiseta, pantalones...) • descripciones (alto, bajo, simpático...) • partes del cuerpo (ojos, pelo...) • ¿Qué hora es? (la una, las dos...) • rutina diaria (me levanto, como...) • direcciones (gira, sigue recto...) • tiendas / café (quiero / quisiera...) • comida y bebida (pan, agua...) • dinero (euros, cuesta...) • opiniones extendidas (me encanta / odio... porque...)			

At Hanley St Luke's, our MFL curriculum focuses on teaching Spanish across Key Stage 2. We follow the **Grammasaurus** lesson structure, which provides a clear, progressive framework to develop pupils' language skills, including vocabulary, grammar, and communication. This approach ensures that children build confidence in Spanish in a structured, engaging, and age-appropriate way.