

MFL Progression Framework

**OLS: Oakwood Learning Stage*

Working Towards: Pupils are beginning to explore Spanish as a language, with significant support needed.

Stepping Stones: Pupils begin to show skills and understanding, with guidance.

OLS 1: Pupils are able to produce and recognise simple words and phrases, showing increasing confidence and understanding.

OLS 2: Pupils are beginning to form short sentences and understanding basic questions and commands.

OLS 3: Pupils are gaining confidence with more complex sentences, expanding their vocabulary and responding to questions.

OLS 4: Pupils are able to use the language with more independence, they are able to hold basic conversations. Pupils are able to read and write short paragraphs.

OLS 5: Pupils are now developing more fluid speech, using varied tenses and sentence structures.

OLS 6: Pupils are able to engage in conversations, read and write increasingly complex texts and demonstrate an understanding of grammar within Spanish.

Working Towards	Stepping Stones	OLS 1	OLS 2	OLS 3	OLS 4	OLS 5	OLS 6
<p><i>Pupils can..</i></p> <p>Imitate or repeat sounds or very basic Spanish greetings and vocabulary with visual cues</p> <p>Respond to familiar words and gestures</p> <p>Use visual queues and supports with prompt</p>	<p><i>Pupils can..</i></p> <p>Say basic Spanish greetings (e.g. hola, adios) and introduce themselves with support</p> <p>Begin to use isolated words for objects or people (e.g. libro, gato)</p> <p>With support, use repetition to practice sounds/words</p>	<p><i>Pupils can..</i></p> <p>Greet others, say their name and count from 1 to 10</p> <p>Name familiar objects and key vocabulary linked to topic</p> <p>Repeat simple sentences and phrases (e.g. tengo un perro)</p>	<p><i>Pupils can..</i></p> <p>Say short, simple sentences (e.g. me llamo Juan)</p> <p>Respond to questions linked to the topic</p> <p>Ask questions (e.g. cómo te llamas?)</p>	<p><i>Pupils can..</i></p> <p>Engage in simple, scripted dialogues (e.g. asking about the weather or ordering food)</p> <p>Use more vocabulary related to familiar topics</p> <p>Use present tense verbs in basic sentences (e.g. vivo en...)</p>	<p><i>Pupils can..</i></p> <p>Initiate conversations with familiar topics</p> <p>Use simple adjectives to describe objects and people (e.g. la casa es grande)</p> <p>Experiment with present tense verbs (e.g. comer, vivir)</p>	<p><i>Pupils can..</i></p> <p>Use a wider range of verbs in simple conversations</p> <p>Ask and respond to simple, personal questions</p> <p>Express likes and dislikes and simple opinions (e.g. me gusta la pizza)</p>	<p><i>Pupils can..</i></p> <p>Hold a short, more fluid conversation</p> <p>Use different tenses (e.g. past, present and future) in simple sentences</p> <p>Ask and respond to more complex questions, sometimes requiring repetition</p>

Working Towards	Stepping Stones	OLS 1	OLS 2	OLS 3	OLS 4	OLS 5	OLS 6
<p><i>Pupils can..</i></p> <p>Recognise familiar sounds and words, especially in songs and rhymes</p> <p>Understand basic instructions with visual supports and scaffolds</p>	<p><i>Pupils can..</i></p> <p>Follow one-step instructions in Spanish</p> <p>Recognise some familiar words and phrases in conversations</p>	<p><i>Pupils can..</i></p> <p>Understand simple greetings and can respond yes/no to questions</p> <p>Point to familiar objects and pictures when named (e.g. donde esta el lapiz?)</p>	<p><i>Pupils can..</i></p> <p>Follow simple classroom instructions</p> <p>Recognise and respond to basic familiar questions with repetition (e.g. como estas?)</p>	<p><i>Pupils can..</i></p> <p>Understand and respond to simple questions and statements in with repetition</p> <p>Follow short conversations on familiar topics with visual prompts and support</p>	<p><i>Pupils can..</i></p> <p>Understand simple descriptions and actions (e.g. la nina corre)</p> <p>Can follow simple conversations or stories with familiar vocabulary</p>	<p><i>Pupils can..</i></p> <p>Understand the gist of spoken sentences and respond</p> <p>Begin to understand conversations that use past and future tense</p>	<p><i>Pupils can..</i></p> <p>Follow short conversations or instructions with no visual prompts</p> <p>Understand key points from conversations on familiar topics, sometimes grasping unfamiliar words in context</p>

Working Towards	Stepping Stones	OLS 1	OLS 2	OLS 3	OLS 4	OLS 5	OLS 6
<p><i>Pupils can..</i></p> <p>Recognise and read aloud familiar words (e.g. hola, mama) with prompts</p> <p>Be introduced to the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Identify familiar written words and match them to images (e.g. perro to the dog picture)</p> <p>Read simple, one word labels or captions</p> <p>Begin to learn some simple sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Read and understand simple, familiar words (e.g. numbers 1-10, colours)</p> <p>Follow along with simple sentences (e.g. el gato es negro)</p> <p>Begin to learn more complex sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Read and understand short phrases and sentences (e.g. me llamo Sara. Vivo en Madrid)</p> <p>Use visual clues and context to understand basic written texts</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Read and understand short texts on familiar topics (e.g. family, school)</p> <p>Use a dictionary or glossary to look up new words with support</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Read short, simple paragraphs and understands the main ideas</p> <p>Recognise common verbs and adjectives in context (e.g. grande, corre)</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Read short stories or descriptions with familiar and unfamiliar vocabulary</p> <p>Begin to make sense of new words using context (e.g. prior knowledge, pictures)</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Read and understand simple passages, summarising main ideas</p> <p>Infer the meaning of new words from context and familiar grammatical structures</p> <p>Understand the sounds of the Spanish alphabet</p>

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<p><i>Pupils can..</i></p> <p>Trace or copy basic Spanish words (e.g. hola)</p> <p>Attempt to write letters of the alphabet with guidance</p> <p>Be introduced to the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Look, say, cover, write, check some simple words with support</p> <p>Write basic, familiar words with visual prompts</p> <p>Begin to learn some simple sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Write familiar words and short phrases (e.g. me llamo...)</p> <p>Attempt to write basic sentences using visuals, word banks and repetition</p> <p>Begin to learn more complex sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Write short, simple sentences (e.g. tengo un perro)</p> <p>Fill in gaps in basic sentence structures</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Write short, structured sentences with familiar vocabulary</p> <p>Begin to use verbs and nouns correctly in simple sentences (e.g. la casa es azul)</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Write short paragraphs on familiar topics with a mixture of verbs, nouns and adjectives</p> <p>Use present tense verbs with some accuracy</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Write extended sentences or short paragraphs using different tenses</p> <p>Begin to use conjunctions to link ideas</p> <p>Understand the sounds of the Spanish alphabet</p>	<p><i>Pupils can..</i></p> <p>Write short stories or descriptions, showing use of multiple tenses and a range of vocabulary</p> <p>Express simple opinions or recount events</p> <p>Understand the sounds of the Spanish alphabet</p>