



**Spanish (MFL) Enquiry Questions and Assessment Checkpoints-**  
**Academic Teaching Year 1**

<b>Key</b>	
SO	Starting Off
(MO)	Moving On
E	Early Language Teaching
I	Intermediate Language Teaching
X	Extra Learning



<b>Y1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Greetings (SO)</b>		<b>Colours and Numbers (SO)</b>		<b>Transport (SO)</b>	
<b>Learning Objectives (Components)</b>	C1&2: Can I say 'hi'/'hello' and 'good morning' in Spanish?  C3: Can I give my name in Spanish?  C4&5: Can I ask somebody how they are feeling and reply?  C6: Can I say 'goodbye' and 'see you later' in Spanish?		C1: Can I repeat and recognise 5 colours in Spanish?  C2: Can I repeat and recognise 5 more colours in Spanish?  C3: Can I repeat and recognise numbers 1-5 in Spanish?  C4: Can I repeat and recognise numbers 5-10 in Spanish?		C1&2: Can I name all 7 modes of transport in Spanish?  C3: Can I say a short phrase on at least one mode of transport in Spanish? I may need to be reminded first by listening to a model answer.  C4: Can I listen to a transport song in Spanish and understand most of what I am listening to?  C5: Can I actively participate with words and actions in a transport song?	
<b>Assessment Checkpoint</b>	Children who are <b>secure</b> will be able to:  ✓ Recall vocab when reminded of the language first. ✓ Repeat the vocab when it is modelled first.		Children who are <b>secure</b> will be able to:  ✓ Count all numbers 1-10 with a prompt first. ✓ Attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.		Children who are <b>secure</b> will be able to:  ✓ Name modes of transport with the correct article/determiner but may need to hear and see the corresponding images to remind me first. ✓ Say phrases on transport with high accuracy. ✓ Remember most of the words when heard in a song.	

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Greetings (SO)	Colours and Numbers (SO)	Transport (SO)	Under the Sea (SO)	In the Jungle (SO)	In My Town (MO)
<b>Learning Objectives (Components)</b>	<p>C1&amp;2: Can I say 'hi'/'hello' and 'good morning' in Spanish?</p> <p>C3: Can I give my name in Spanish?</p> <p>C4&amp;5: Can I ask somebody how they are feeling and reply?</p> <p>C6: Can I say 'goodbye' and 'see you later' in Spanish?</p>	<p>C1: Can I repeat and recognise 5 colours in Spanish?</p> <p>C2: Can I repeat and recognise 5 more colours in Spanish?</p> <p>C3: Can I repeat and recognise numbers 1-5 in Spanish?</p> <p>C4: Can I repeat and recognise numbers 5-10 in Spanish?</p>	<p>C1&amp;2: Can I name all 7 modes of transport in Spanish?</p> <p>C3: Can I say a short phrase on at least one mode of transport in Spanish?</p> <p>C4: Can I listen to a transport song in Spanish and understand most of what I am listening to?</p> <p>C5: Can I actively participate with words and actions in a transport song?</p>	<p>C1: Can name all 7 sea creatures in Spanish?</p> <p>C2: Can I say a short phrase on at least one sea creature in Spanish?</p> <p>C3: Can I listen to an under the sea song in Spanish?</p> <p>C4: Can I actively participate with words and actions in an under the sea song?</p>	<p>C1: Can I name all seven jungle animals in Spanish?</p> <p>C2: Can I say a short phrase on at least one jungle animal in Spanish?</p> <p>C3: Can I listen to a jungle song in Spanish?</p> <p>C4: Can I actively participate with words and actions in a jungle song?</p>	<p>C1: Can I attempt to name up to 7 places from the town in Spanish?</p> <p>C2: Can I understand that articles work differently in Spanish as compared to English?</p> <p>C3: Can I say at least one short phrase using the verb 'hay' (there is)?</p> <p>C4: Can I say a place from the town in Spanish?</p>
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Recall vocab when reminded of the language first.</li> <li>✓ Repeat the vocab when it is modelled first.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Count all numbers 1-10 with a prompt first.</li> <li>✓ Attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name modes of transport with the correct article but may need to hear and see the corresponding images first.</li> <li>✓ Say phrases on transport with high accuracy.</li> <li>✓ Remember most of the words when heard in a song.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name the sea creatures with the correct article but may need to hear and see the corresponding images first.</li> <li>✓ Say phrases on sea creatures with high accuracy.</li> <li>✓ Remember most of the words when heard in a song.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct article but may need to hear and see the corresponding images to remind me first.</li> <li>✓ Say phrases on jungle animals with high accuracy.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct article but may need support from a teacher, the vocabulary sheet or audio.</li> <li>✓ Understand that they will have to always learn the article alongside the noun.</li> </ul>

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Phonics (X)</b>  <b>I am Learning (E)</b>	<b>Animals (E)</b>	<b>Instruments (E)</b>	<b>I Know How... (E)</b>	<b>Fruits (E)</b>	<b>Ice Creams (E)</b>
<b>Learning Objectives (Components)</b>	<p>C1: Can I pronounce the sounds CH J Ñ LL RR?</p> <p>C2: Can I pronounce the sounds CA CE CI CO CU GA GE GI GO GU?</p> <p>C3: Can I pronounce the sounds B V CC QU Z?</p> <p>C4: Can I say hello and goodbye in Spanish?</p> <p>C5: Can I count to 10 in Spanish?</p> <p>C6: Can I name 5-10 colours in Spanish?</p>	<p>C1: Can I name 5 animals in Spanish?</p> <p>C2: Can I name 5 more animals?</p> <p>C3: How do articles work differently in Spanish compared to English?</p> <p>C4: Can I say a short phrase using the verb 'soy' (I am) and an animal in Spanish?</p> <p>C5: Can I write a short phrase using 'soy' (I am) and an animal?</p>	<p>C1: Can I name/spell 5 instruments in Spanish?</p> <p>C2: Can I name another 5 instruments?</p> <p>C3: Why do the instruments not all have the same definite article?</p> <p>C4: Can I say/write 5 short phrases on different instruments in Spanish?</p> <p>C5: Can I say/write a further 5 short phrases on different instruments in Spanish?</p>	<p>C1: Can I name 5 verbs in Spanish?</p> <p>C2: Can I name 5 more verbs?</p> <p>C3: Can I match taught verbs to their picture?</p> <p>C4: Can I say a short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish?</p> <p>C5: Can I write a short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish?</p>	<p>C1: Can I repeat and recognise 5 fruits in Spanish?</p> <p>C2: Can I repeat and recognise 5 more fruits?</p> <p>C3: Can I spell 5 of these fruit words from memory?</p> <p>C4: Can I ask somebody in Spanish if they like a particular fruit?</p> <p>C5: Can I say in Spanish which of the 10 fruits I like and dislike?</p>	<p>C1&amp;2: Can I repeat and recognize 10 ice-cream flavours in Spanish?</p> <p>C3: Can I spell five of these ice-cream flavours in Spanish?</p> <p>C4: Can I say in Spanish that I would like an ice-cream, using 'quisiera'?</p> <p>C5: Can I specify in Spanish what flavour ice-cream I would like?</p> <p>C6: Can I specify in Spanish how I would like my ice cream?</p>
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Say all taught sounds with the correct pronunciation and intonation.</li> <li>✓ Count all numbers 1-10 with a prompt first.</li> <li>✓ Recall the names of up to 10 colours.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct articles when looking at the vocab sheet first if attempting all spellings.</li> <li>✓ Understand they will have to always learn the article alongside the noun.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct definite article.</li> <li>✓ know which definite articles go with each instrument confidently from memory.</li> <li>✓ Write short phrases from memory.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Look at the vocabulary sheet first if/when attempting all the spellings.</li> <li>✓ Match verbs and pictures easily from memory and attempt more if they have time to remind</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name the fruits with their correct article.</li> <li>✓ Spell with accuracy, unaided.</li> <li>✓ Use a model answer to express favourite fruit.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Spell the ice cream flavours unaided from memory with good accuracy.</li> <li>✓ Say an ice cream I'd like with a reminder of the question first.</li> <li>✓ Say if they'd like a tub or cone.</li> </ul>

				themselves of the language first.		
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Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Phonics (X)</b>  <b>I am Learning (E)</b>	<b>Instruments (E)</b>	<b>Vegetables (E)</b>	<b>Ice Creams (E)</b>	<b>Presenting Myself (I)</b>	<b>My Family (I)</b>
<b>Learning Objectives (Components)</b>	<p>C1: Can I pronounce the sounds CH J Ñ LL RR?</p> <p>C2: Can I pronounce the sounds CA CE CI CO CU GA GE GI GO GU?</p> <p>C3: Can I pronounce the sounds B V CC QU Z?</p> <p>C4: Can I say hello and goodbye in Spanish?</p> <p>C5: Can I count to 10 in Spanish?</p> <p>C6: Can I name 5-10 colours in Spanish?</p>	<p>C1: Can I name/spell 5 instruments in Spanish?</p> <p>C2: Can I name another 5 instruments?</p> <p>C3: Why do the instruments not all have the same definite article?</p> <p>C4: Can I say/write 5 short phrases on different instruments in Spanish?</p> <p>C5: Can I say/write a further 5 short phrases on different instruments in Spanish?</p>	<p>C1: Can I repeat and recognise 5 vegetables in Spanish?</p> <p>C2: Can I repeat and recognise 5 more vegetables in Spanish?</p> <p>C2: Can I spell 5 of these words?</p> <p>C3: Can I ask somebody in Spanish for a particular vegetable?</p> <p>C4&amp;5: Can I perform a very simple Spanish role play about buying vegetables at a market stall?</p>	<p>C1: Can I repeat and recognize 5 ice-cream flavours in Spanish?</p> <p>C2: Can I repeat and recognize 5 more ice-cream flavours in Spanish?</p> <p>C3: Can I spell five of these ice-cream flavours in Spanish?</p> <p>C4: Can I say in Spanish that I would like an ice-cream, using 'quisiera'?</p> <p>C5: Can I specify in Spanish what flavour ice-cream I would like?</p> <p>C6: Can I specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub?</p>	<p>C1&amp;2: Can I understand and use set phrases to talk about myself?</p> <p>C3: Can I ask others for simple information in return?</p> <p>C4&amp;5: Can I count to 20 in Spanish?</p> <p>C6: Can I say my nationality in Spanish?</p>	<p>C1: Can I remember most of the language covered in the 'Presenting Myself' unit?</p> <p>C2&amp;3: Can I give the words for family members in Spanish?</p> <p>C4&amp;5: Can I recognise numbers 1-100 in Spanish?</p> <p>C6: Can I say how old various family members are?</p>
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Say all taught sounds with the correct pronunciation and intonation.</li> <li>✓ Count all numbers 1-10 with a prompt first.</li> <li>✓ Recall the names of up to 10 colours.</li> </ul>	<p>✓ Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct definite article.</li> <li>✓ know which definite articles go with each instrument confidently from memory.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct article.</li> <li>✓ Spell vegetables unaided from memory with good accuracy.</li> <li>✓ Use a model answer and a word bank when</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Spell ice cream flavours unaided from memory with good accuracy.</li> <li>✓ Say an ice cream they'd like with a reminder of the question first.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Recall numbers up to 20 out of sequence.</li> <li>✓ Be aware that the</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ With some prompting, recall phrases as and when they are revisited in this unit.</li> <li>✓ Say what relation they are to me, if I am an only</li> </ul>

		✓Write short phrases from memory.	role-playing.	✓Say if they'd like a tub or cone with a reminder first.	pronunciation changes if they are a girl or boy.	child or, if not, the siblings I have, how old they are and their names (with support)  ✓Change the verb from 'I am called' to 'he/she is called' with support.  ✓Count within 100 with support.  ✓Change the verb from 'I am ...years old' to 'he/she... is years old' with support.
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Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics (X)  I am Learning (E)	Animals (E)	I Know How... (E)	Presenting Myself (I)	My Family (I)	In the Classroom (I)
<b>Learning Objectives (Components)</b>	<p>C1: Can I pronounce the sounds CH J Ñ LL RR?</p> <p>C2: Can I pronounce the sounds CA CE CI CO CU GA GE GI GO GU?</p> <p>C3: Can I pronounce the sounds B V CC QU Z?</p> <p>C4: Can I say hello and goodbye in Spanish?</p> <p>C5: Can I count to 10 in Spanish?</p> <p>C6: Can I name 5-10 colours in Spanish?</p>	<p>C1: Can I name 5 animals in Spanish?</p> <p>C2: Can I name 5 more animals?</p> <p>C3: How do articles work differently in Spanish compared to English?</p> <p>C4: Can I say a short phrase using the verb 'soy' (I am) and an animal in Spanish?</p> <p>C5: Can I write a short phrase using 'soy' (I am) and an animal?</p>	<p>C1: Can I name 5 verbs in Spanish?</p> <p>C2: Can I name 5 more verbs?</p> <p>C3: Can I match taught verbs to their picture?</p> <p>C4: Can I say a short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish?</p> <p>C5: Can I write a short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish?</p>	<p>C1&amp;2: Can I understand and use set phrases to talk about myself?</p> <p>C3: Can I ask others for simple information in return?</p> <p>C4&amp;5: Can I count to 20 in Spanish?</p> <p>C6: Can I say my nationality in Spanish?</p>	<p>C1: Can I remember the language covered in the 'Presenting Myself' unit?</p> <p>C2&amp;3: Can I give the words for family members in Spanish?</p> <p>C4&amp;5: Can I recognise numbers 1-100 in Spanish?</p> <p>C6: Can I say how old various family members are?</p>	<p>C1&amp;2: Can I repeat and remember the 12 classroom objects in Spanish?</p> <p>C3: Can I spell the 12 classroom objects in Spanish?</p> <p>C4: Can I change the word for 'a' before a classroom object to the correct word for 'my'?</p> <p>C5: Can I recall in spoken and written form what I have and do not have in my pencil case?</p>
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Say all taught sounds with the correct pronunciation and intonation.</li> <li>✓ Count all numbers 1-10 with a prompt first.</li> <li>✓ Recall the names of up to 10 colours.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct articles by looking at the vocabulary sheet first if attempting all the spellings.</li> <li>✓ Understand that they learn the article alongside the noun.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Look at the vocabulary sheet first if/when attempting all the spellings.</li> <li>✓ Match verbs and pictures easily from memory and attempt more if they have time to remind themselves of the language first.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Recall numbers up to 20 out of sequence.</li> <li>✓ Be aware that the pronunciation changes if they are a girl or boy.</li> </ul>	<p>✓ Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ With some prompting, recall phrases as and when they are revisited in this unit.</li> <li>✓ Say what relation they are, if I they are an only child or, if not, the siblings they have, how old they are and their names (with support)</li> <li>✓ Change the verb from 'I am called' to 'he/she is called' with support.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use the correct indefinite article/determiner.</li> <li>✓ Change 'a' to 'my' when shown a few examples first and reminded what the options are.</li> </ul>

					<p>✓Count within 100 with support.</p> <p>✓Change the verb from 'I am ...years old' to 'he/she... is years old' with support.</p>	
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Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics (X)  I am Learning (E)	Vegetables (E)	Presenting Myself (I)	My Family (I)	What is the Date? (I)	My Home (I)
Learning Objectives (Components)	<p>C1: Can I pronounce the sounds CH J Ñ LL RR?</p> <p>C2: Can I pronounce the sounds CA CE CI CO CU GA GE GI GO GU?</p> <p>C3: Can I pronounce the sounds B V CC QU Z?</p> <p>C4: Can I say hello and goodbye in Spanish?</p> <p>C5: Can I count to 10 in Spanish?</p> <p>C6: Can I name 5-10 colours in Spanish?</p>	<p>C1: Can I repeat and recognise 5 vegetables in Spanish?</p> <p>C2: Can I repeat and recognise 5 more vegetables in Spanish?</p> <p>C2: Can I spell 5 of these words?</p> <p>C3: Can I ask somebody in Spanish for a particular vegetable?</p> <p>C4&amp;5: Can I perform a very simple Spanish role play about buying vegetables at a market stall?</p>	<p>C1&amp;2: Can I understand and use set phrases to talk about myself?</p> <p>C3: Can I ask others for simple information in return?</p> <p>C4&amp;5: Can I count to 20 in Spanish?</p> <p>C6: Can I say my nationality in Spanish?</p>	<p>C1: Can I remember most of the language covered in the 'Presenting Myself' unit?</p> <p>C2&amp;3: Can I give the words for family members in Spanish?</p> <p>C4&amp;5: Can I recognise numbers 1-100 in Spanish?</p> <p>C6: Can I say how old various family members are?</p>	<p>C1: Can I say and spell the days of the week?</p> <p>C2: Can I say and remember the months of the year?</p> <p>C3: Can I spell the months of the year?</p> <p>C4: Can I recall numbers 1-31 in Spanish?</p> <p>C5: Can I say the date in Spanish?</p> <p>C6: Can I say the date of my birthday in Spanish?</p>	<p>C1: Can say and write whether I live in a house or a flat?</p> <p>C2: Can I say and write where my home is?</p> <p>C3&amp;4: Can I repeat and recognise the ten rooms of the house?</p> <p>C5: Can I spell the rooms in a house?</p> <p>C6: Can I ask somebody what rooms they have in their home and answer this question in return?</p>
Assessment Checkpoint	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Say all taught sounds with the correct pronunciation and intonation.</p> <p>✓ Count all numbers 1-10 with a prompt first.</p> <p>Recall the names of up to 10 colours.</p>	<p>✓ Children who are <b>secure</b> will be able to:</p> <p>✓ Children who are <b>secure</b> will be able to:</p> <p>✓ Use the correct article.</p> <p>✓ Spell vegetables unaided from memory with good accuracy.</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Children who are <b>secure</b> will be able to:</p> <p>✓ Recall numbers up to 20 out of sequence.</p> <p>✓ Be aware that the pronunciation changes if they are a girl or boy.</p>	<p>✓ Children who are <b>secure</b> will be able to:</p> <p>✓ With some prompting, recall phrases as and when they are revisited in this unit.</p> <p>✓ Say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and their names</p>	<p>Children who are <b>secure</b> will be able to:</p> <p>✓ Say the date and own birthday when shown a few examples first and reminded what the options are.</p> <p>✓ Recall numbers to 31 with some prompting.</p> <p>✓ Recall days of week and</p>	<p>✓ Children who are <b>secure</b> will be able to:</p> <p>✓ Answer whether they live in a house or flat with high accuracy.</p> <p>✓ Say where they live after hearing the options available.</p> <p>✓ Use the correct</p>

		✓Use a model answer and a word bank when role-playing.		(with support) ✓Change the verb from 'I am called' to 'he/she is called' with support. ✓Count within 100 with support. ✓Change the verb from 'I am ...years old' to 'he/she... is years old' with support.	months with prompting.	gender in Spanish for rooms in the house. ✓Spell over half of these words unaided from memory with good accuracy.
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