Foundation Subject Assessment Statements

Subject: Spanish (MFL)

By the end of <u>Year 4</u> children should be able to:

Effort – 1 – Excellent/Highly motivated; 2 – Good/consistent; 3 – Satisfactory/some inconsistencies; 4 – Poor/inconsistent	A – Above ARE	B – Meeting ARE	C – Below ARE	D – Significantly below ARE
Reading • Match written words and phrases to pictures or symbols. • Read familiar words and phrases aloud. • Use a dictionary to look up simple unknown words. • Follow the words of a text when it is being read aloud. • Infer meaning of unknown words in a text. • Recognise a question and statement.				
Writing • Remember how to write some familiar words independently. • Use different adjectives to describe. • Write a sentence to describe something, using a word bank or example sentence to help. • Know the order of words in a sentence. • Know that nouns may be masculine or feminine. • Understand that adjectives sometimes change because of the noun they describe.				
Speaking • Ask and answer simple questions. • Use a familiar sentence and change one or two words to make a new one. • Speak clearly to an audience, thinking about pronunciation. • Add more information to expand on a familiar sentence, for example, adding connectives, colours or adjectives.				
Listening • Recognise and respond to words and phrases. • Understand classroom instructions. • Join in parts of a story or song. • Recognise familiar phrases and sentences in stories. • Accurately repeat sounds heard in songs and rhymes. • Link some sounds of the language to their spelling.				
Intercultural Understanding • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.				

Foundation Subject Assessment Statements

Subject: Spanish (MFL)

By the end of <u>Year 6</u> children should be able to:

Effort – 1 – Excellent/Highly motivated; **2** – Good/consistent; **3** – Satisfactory/some inconsistencies; **4** – Poor/inconsistent	**A – Above ARE**	**B – Meeting ARE**	**C – Below ARE**	**D – Significantly below ARE**
Reading • Use knowledge of spellings and phonemes to help read unfamiliar words. • Understand the main points of a text that includes unfamiliar words. • Read an unfamiliar text and use clues to help understand. • Use a dictionary to find the meaning of a range of words. • Learn a song or poem using the written text for support.				
Writing • Write a range of sentences and phrases from memory and adapt them to write on a similar topic. • Use appropriate adjectives to describe and appropriate verbs for actions. • Begin to use some adverbs. • Begin to conjugate high frequency verbs. • Have an awareness of similarities and differences in grammar between different languages. • Form negative sentences and begin to form questions.				
Speaking • Express likes and dislikes giving reasons. • Change sentences heard, altering the meaning. • Use correct expression for questions and statements. • Prepare a short speech for an audience. • Create extended sentences including connectives.				
Listening • Understand the main points from a spoken passage. • Match the spoken version of most words known to the correct spelling. • Recognise some details and opinions heard in longer passages.				
Intercultural Understanding • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.				