

Spanish Progression Map

VOCABULARY – PHONICS - GRAMMAR

VOCABULARY: Please refer to the individual learning blocks for key vocabulary.

Year Group	STRANDS				
	ORACY - Listening	ORACY - Speaking	LITERACY - Reading	LITERACY - Writing	INTERCULTURAL UNDERSTANDING
EYFS (Nursery)	I can listen to the teacher when speaking Spanish. I can listen to simple rhymes, stories and songs and understand that the unfamiliar words have meaning.	I can imitate pronunciation of simple words I can memorise a small number of basic greetings and good manners ○ Hello, goodbye and thank you I can join in and respond to simple rhymes.	N/A	N/A	I can understand that some people speak a different language to their own.
Reception	I can recognise a few spoken words relating to the topics - Colours - Numbers (1-10) - Body parts I can recognise familiar words within simple rhymes, stories and songs, including those spoken and sung in Spanish by people with different accents. I can recognise very basic greetings, good manners and praise words. I can recognise and respond to very basic instructions.	I can imitate pronunciation of words I can memorise simple phrases and use these to respond to related questions: - What is your name? My name is... - What colour do you like? I like... - How many are there? (Saying the number) I can answer some basic closed questions (si/no) I can join in and respond to simple rhymes, stories and songs.	I can recognise some familiar words in written form I am aware of some new Spanish sounds we don't have in English (j, ñ, rr)	N/A	I know that there are lots of countries in the world and lots of different languages are spoken. I know that Spanish is spoken in Spain and other countries. I am aware of some of the Spanish vocabulary and traditions linked to Christmas and Easter

I can use very basic greetings.

Year 1	I can recognise and understand spoken words relating to the topics, including those spoken by people with different accents: - Numbers (1-20) - Days of the week - Magic words (good manners) - Fruits I can recognise sound patterns and words I can recognise basic greetings and praise words. I can recognise a wider range of good manners words. I can recognise and respond to basic instructions. I can listen to agreement in gender (Fruits) I can listen the connective “and” (y)	I can memorise some phrases and begin to use them independently in simple communicative tasks. I can ask/respond to simple questions: - How old are you? - What day is it today? I can express simple opinions: - What fruit do you like? I like I can extend my answer using the connective “y” (and): - What fruit do you like? I like... and... I can perform simple Spanish conversations with a partner: - name, age, favourite colour, favourite fruit. I can respond to simple rhymes, stories and songs. I can respond to sound patterns and words. I can use basic greetings I can use good manners.	I can recognise some familiar words in written form e.g. - Understand words displayed in the classroom - Match an image with a written word - Identify Spanish words within a word search I am aware of the position of noun and adjective in Spanish (Fruits) I am aware of the definite article “the” (el, la) for singular nouns (Fruits) I am aware of the different sound that some letters have in Spanish vs English (vowel u, consonants h, j, ll, v, y, z)	I can write selected words in Spanish. - Writing “y” (and) when describing a piece of fruit by its colours. (Where appropriate) Copying simple vocabulary of topic words.	I am curious about the wider world and the lives of others. I am aware that differences exist between different countries and cultures. I can describe simple Spanish traditions linked to Christmas and Easter. I can list fruits from Spain and other Spanish-speaking countries. I am aware of simple exclamations related to food (Spanish and Mexican). I am aware of differences between the English and Spanish weekly calendar.
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Year 2	I can understand familiar spoken words by the teacher and other children relating to the topics: ○ Farm animals ○ The house ○ Hobbies I can begin to recognise the vowel sounds (phonemes) in Spanish I can recognise and respond more confidently to basic instructions.	I can imitate correct pronunciation with some success I can memorise phrases and begin to use a wider variety of phrases independently. I can express simple opinions: ○ What animal do you like? I like ○ What do you like to do? (Hobbies) I like	I can accurately pronounce Spanish vowels. I can read previous vocabulary, focusing on the pronunciation of vowels. I can recognise and read familiar words in written form. I recognise the position of noun and adjective in Spanish	I can select and write the definite article “the” (el, la) for each singular noun (Animals, The House) I can copy topic vocabulary (animals, parts of the house) with the correct definite article. I can write a short opinion using a model. ○ I like.... / I don’t like... (Hobbies)	I understand and respect that there are people and places in the world around them that are different to where they live. I can identify aspects of daily life which they have in common with children in different countries (e.g. hobbies)
		I can express simple negative opinions. I can extend my answer using the connective “but” (pero) and then the negative: ○ I like... but I don’t like... I can perform a Spanish conversation with a partner in front of my room: name, age, favourite colour, favourite fruit, favourite animal, hobbies. I can use the definite article “the” (el, la) for singular nouns (Animals, The House)	I recognise gender of nouns: masculine, feminine (Animals, The House) I recognise <i>agreement in gender</i> (Animals, The House) I recognise intensity of preference in an answer (Hobbies)		I know the sounds animals make in Spanish.

Year 3	I can recognise and understand familiar spoken words relating to the topics: ○ Greetings ○ Describing places (towns) I can understand longer, more complex phrases I can use my knowledge of the Spanish alphabet to recognise specific sounds, phonemes and words. I can recognise a wider range of greetings.	I can pronounce familiar words accurately and perform short conversations with growing confidence: ○ name, age, favourite colour, hobbies, greetings I can ask/respond to simple questions, using new vocabulary: ○ How are you? (Simple answers and answers relating to mood) I can use my understanding of the Spanish alphabet to pronounce words and suggest pronunciation of less familiar vocabulary. I can seek clarification and help.	I can accurately pronounce all the Spanish phonemes (Spanish alphabet) I can link phonemes and spellings. I can read with an awareness of all single letter sounds and combinations to blend familiar words and new words with increasing accuracy. I can use a bilingual dictionary. I recognise negative statements (Describing Places).	I can copy familiar words accurately. I can use Spanish phonics knowledge to spell simple words I can write words from memory. I can write simple phrases using a model (Name, age, favourite colour/animal, Greetings) I can write more complex sentences using a model (describing places). ○ What is the town like? (To have, to be) I can use agreement in gender (Describing Places) I can use the indefinite article “a/an” (un, una) for singular nouns.	I can recognise that Spanish can be spoken with different accents. I can describe simple similarities and differences between familiar celebrations in the UK and Spain. (Easter, Christmas, Halloween) I can identify similarities and differences between Spanish and English towns. I can describe a wider range of Spanish traditions linked to Christmas and Easter.
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Year 4	I can recognise and understand familiar spoken words relating to the topics: - Numbers (1-100) - Birthdays - Dates - Weather - Spanish-speaking countries - Nationalities - Residence - Pets I can listen with increasing focus to longer sections of spoken word. I can understand longer, more complex phrases and sentences, extracting key information to answer questions.	I can ask/respond to simple questions using new vocabulary: - When is your birthday? - What day is it today? - How is the weather like? - Where are you from? - Where do you live? - What pets do you like? - Do you have a pet? I can use a compound sentence to extend my answer: - I have a dog but I want a cat. (Pets) I use intensity of preference in an answer (Pets) I can build grammatically correct simple sentences by my own (Pets) I can perform a conversation with growing confidence: - name, - age, - favourite colour, - hobbies, - greetings, - birthdays, - nationality, - residence and pets. I can seek clarification and help.	I can use phonic knowledge to decode a wider range of words, phrases and sentences, including more complex sentences. I can understand the order of words in a sentence. I can recognise agreement in gender and number (Pets)	I can spell some commonly used words correctly and use Spanish phonic ability to support writing. I can begin to write short phrases from memory (birthday, country of origin and residence). I can write sentences using a model (Pets). I can understand the order of the words in a sentence so they can write more complex sentences using a reference (Pets). I can use negative statements. I can use plural of nouns and adjectives (Pets) I can use agreement in gender and number (Pets) I can use the definite article “the” (el, la, los, las) for singular and plural nouns (Pets) I can use the indefinite article “a/an, some” (un, una, unos, unas) for singular and plural nouns (Pets) I can translate sentences from English to Spanish and vice versa.	I am aware that there are 21 countries where people speak Spanish and I remember some of them . I can remember some key facts about the 21 countries where Spanish is the official language: - continent - capital cities - landmarks - traditions I can describe similarities and differences between different aspects of everyday life e.g. celebrations, weather etc. I know the Spanish version of the song “Happy birthday” and listen to other Spanish versions of the song. I can respect different cultures and traditions. I can demonstrate curiosity by asking questions to learn more about the Spanish culture.
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Year 5	I can recognise and understand familiar spoken words relating to the topics: ○ Describing people (physical description & clothes) ○ Family ○ Holidays	I can use phonic knowledge to support accurate pronunciation. I can communicate by asking a wider range of questions. I can ask/respond to more complex questions using new vocabulary: ○ What is (someone) like?	I can read and understand the order of the words in more complex sentences and compare with English. I can understand some question forms.	I can write phrases and short sentences from memory, using prelearnt vocabulary. I can spell commonly used words correctly. I can write a range of sentences and short paragraphs using a	I can identify similarities and differences with other children (physical description, clothing) I know some typical Spanish names.
	I can understand longer, more complex phrases and sentences, and short passages.	○ What are you like? ○ Do you have relatives? ○ What is your (relative)'s name? ○ Where are you going on holiday? ○ When are you going? ○ How are you going to travel? ○ What do you have in your suitcase? I can apply knowledge of language rules and conventions to build grammatically correct sentences by their own. (describing people, family, holidays) I recognise the importance of intonation. I can seek clarification and help.	I can understand some personal pronouns, high-frequency verbs, determiners, adjectives, prepositions and connectives. I can link listening and reading e.g. by following a short text while listening/reading. I can read and understand some of the main points from a short text.	reference (physical description, family, holidays). I can begin to write short sections of text, adding some: ○ - Personal pronouns ○ - High-frequency verbs ○ - Determiners ○ - Adjectives ○ - Prepositions ○ - Connectives I can translate sentences and short paragraphs from English to Spanish and vice versa.	I can describe similarities and differences between places (holiday destinations) I can explain how I would travel to different Spanishspeaking countries. I can respect and celebrate cultural diversity.

Year 6	I can recognise and understand familiar spoken words relating to the topics: ○ School subjects (Expressing opinion giving reasons) ○ In the town (asking for food & drink, shopping and asking for directions) I can recognise basic conjugation of high frequency verbs in spoken form. I can listen attentively and understand more complex instructions and everyday classroom language. I can understand the main points and some detail from a short, spoken passage.	I can build more complex sentences independently. I can express opinions, supporting them with reasons. I can ask/respond to simple questions: ○ What school subject do/don't you like? Why? ○ What do you want for eat/drink? ○ How much is it? ○ How do I get there? I can use spoken language more confidently, to initiate and sustain a conversation ○ name, age, favourite colour, hobbies, greetings, birthday, pets, siblings, school subjects, ordering food & drinks, shopping, asking for directions. I can seek clarification and help.	I can apply knowledge of word order and sentence construction to support understanding of written text. I can understand the main points and some detail from a short, written text to answer questions. I can begin to read independently. I can read aloud with confidence, expression and accuracy. I can recognise personal pronouns, some possessive pronouns, prepositions, connectives and high-frequency verbs when reading. I can use a bilingual dictionary independently to find the meaning of unfamiliar words.	I can apply my understanding of grammar rules, word order and previous vocabulary to write more complex sentences independently. I can express opinions through my writing, supported by reasons. I can write longer sections of text, using pre-learnt words and phrases. I am familiar with basic conjugation of verbs in Spanish. ○ Hi-frequency regular verbs ○ Hi-frequency irregular verbs I can translate a range of sentences combining all the grammar and vocabulary that they have studied. I can use a bilingual dictionary to spell words accurately and introduce new words in my writing.	I can describe some similarities and differences between school life in Spain and England I know some typical Spanish food. I am familiar with some Spanish shops / places in a typical Spanish town.
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