

Progression through the Spanish Curriculum

Updated 01.01.22

Spanish	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<p>Spoken language KS2</p>	<p>We are learning to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>							<p>See below</p>
<p>Grammar and Vocabular y KS3</p>	<p>We are learning to:</p> <ul style="list-style-type: none"> • identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues • use accurate grammar, spelling and punctuation 							

**Linguistic
competenc
e
KS3**

We are learning to:

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

Listening	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<p>Listen attentively and show understanding by joining in and responding</p>	<p><u>We are learning to:</u> -Respond to greetings, numbers and colours.</p> <p>Join in with songs and videos.</p>	<p><u>We are learning to:</u> -Respond to greetings, numbers, colours and shapes.</p> <p>Join in with songs and videos.</p>	<p><u>We are learning to:</u> -Respond confidently to greetings, register, colours, numbers, shapes and animals.</p> <p>Join in with songs, videos and audiobooks.</p>	<p><u>We are learning to:</u> -Respond confidently to greetings, register, classroom instructions, colours, numbers, shapes, animals and phonics.</p> <p>Join in with songs, videos, audiobooks, stories and other activities.</p>	<p><u>We are learning to:</u> -Ask and answer confidently questions about birthdays, ages, dates, weather, body, family and simple calculations.</p> <p>Join in with songs, videos, audiobooks, stories and other activities.</p>	<p><u>We are learning to:</u> -Understand and respond to a specific range of classroom instructions. Understand essential likes / dislikes relating to food and sports.</p> <p>-Understand and respond to movement instructions using parts of the body.</p>	<p><u>We are learning to:</u> -Understand a range of spoken opinions heard in sentences and short texts.</p> <p>-Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.</p>	<p><u>We are learning to:</u> listen to a variety of forms of spoken language to obtain information and respond appropriately</p>

<p>Link the spelling, sound and meaning of words</p>	<p><u>We are learning to:</u> - Recognise and recall Spanish Greetings and understand words in songs and videos.</p>	<p><u>We are learning to:</u> - Recognise and recall Spanish Greetings and understand words in songs and videos.</p>	<p><u>We are learning to:</u> - Recognise and recall Spanish Greetings and understand words in songs and videos (e.g. Perro & Gato bilingual videos).</p>	<p><u>We are learning to:</u> Apply phonics knowledge to Oso Pardo story, Veo veo game, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills).</p>	<p><u>We are learning to:</u> Develop phonics knowledge and confidence through: days of the week, months songs, Christmas songs, birthday songs, videos to follow easy conversations</p>	<p><u>We are learning to:</u> Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge.</p>	<p><u>We are learning to:</u> Anticipate with some accuracy the spelling of new words by applying their phonics knowledge.</p>	<p><u>We are learning to:</u> transcribe words and short sentences that they hear with increasing accuracy</p>
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Speaking	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Ask and answer questions	<p>We are learning to: <u>Answer questions, including greetings, names:</u></p> <p>¿Cómo te llamas? (What is your name?)</p> <p>Me llamo.... (My name is...)</p> <p>¿Cómo estás? (How are you?)</p>	<p>We are learning to: <u>Answer questions, including greetings, names and numbers:</u></p> <p>¿Cómo te llamas? (What is your name?)</p> <p>Me llamo.... (My name is...)</p> <p>¿Cómo estás? (How are you?)</p> <p>¿Que numero es? (Which is the number?)</p> <p>¿Que colores? (Which is the colour?)</p>	<p>We are learning to: <u>Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal).</u></p> <p>¿Qué es? (What is it?) Es un/una... (It is a...)</p> <p>¿Cómo te llamas? (What is your name?) Me llamo.... (My name is...)</p> <p>¿Cómo estás? (How are you?)</p> <p>¿Cuántos años tienes? (How old are you?)</p>	<p>We are learning to: <u>Ask / answer questions about birthdays, ages, dates, body and the weather.</u></p> <p>¿Qué día es (hoy)? (What day is it (today)?)</p> <p>¿Cuándo es tu cumpleaños? (When is your birthday?)</p> <p>¿Tienes..? (Do you have..?)</p> <p>¿De qué color son tus ojos? (What colour are your eyes?)</p>	<p>We are learning to: <u>Ask/answers questions about dates, food likes and dislikes, sports you do, sports you like, instruments you play, music (flamenco), why you like things.</u></p> <p>¿Qué comida prefieres? (What food do you prefer?)</p> <p>¿Qué deportes sabes practicar? (What sports can you play?)</p> <p>¿Qué instrumento tocas? (What</p>	<p>We are learning to: <u>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/event s are well-known, main details about particular festivals.</u></p> <p>¿Qué tiempo hace? (What's the weather like?)</p> <p>¿De qué color es la bandera? (What colour is the flag)</p> <p>¿Por qué es ... ? (Why is ... ?)</p>	<p>We are learning to: speak coherently and confidently, with increasingly accurate pronunciation and intonation</p>	

			<p>¿Qué tienes en tu estuche? (What do you have in your pencil case?)</p> <p>¿Es (una rana o un pez)? (Is it a frog or a fish?)</p> <p>¿Cuál es tu animal favorito? (Which is your favourite animal?)</p>	<p>¿y el pelo? (And your hair?)</p> <p>¿Cuál (de los animales) es? (Which of the animals is it?)</p> <p>¿Qué diferencia hay? (What difference is there?)</p> <p>¿Qué tiempo hace? (What is the weather like?)</p>	<p>instrument do you play? ¿Qué instrumento sabes tocar? (What instrument can you play?)</p> <p>¿Por qué te gusta? (Why do you like...?)</p>	<p>Porque...Beca use...</p> <p>¿Qué hay en (España)? (What is there in (Spain))?</p> <p>¿Dónde está? (Where is it?)</p> <p>¿Qué hay...? (What is there...?)</p>		
<p>Express opinions and respond to those of others</p>		<p><u>We are learning to ask:</u> ¿Cómo estás? (How are you?)</p>	<p><u>We are learning to ask:</u> ¿Cómo estás? (How are you?)</p> <p>Mi color favorito es... My favourite colour is...</p>	<p><u>We are learning to ask:</u> ¿Cómo estás? (How are you?)</p> <p>¿Cuál es tu animal favorito? (Which is your favourite animal?)</p>	<p><u>We are learning to ask:</u> ¿Te gusta...? (Do you like?)</p> <p>¿De qué color son tus ojos? (What is the colour of your eyes?)</p> <p>¿y el pelo? (And your hair?)</p>	<p><u>We are learning to ask:</u> ¿Te gusta...? (Do you like?)</p> <p>¿Qué te gusta comer / beber? (What do you like eating / drinking)</p> <p>¿Qué prefieres?</p>	<p><u>We are learning to ask:</u> ¿Te gusta...? (Do you like...?)</p> <p>¿Por qué te gusta...? (Why do you like...?)</p> <p>¿Qué opinas de...? (What do you think about...?)</p>	<p><u>We are learning to:</u> express and develop ideas clearly and with increasing accuracy, both orally and in writing</p>

<p>Speak in sentences</p>		<p><u>We are learning to:</u></p> <p>-Say what your favourite ... is (numbers and colours)</p>	<p><u>We are learning to:</u></p> <p>-Say what your favourite ... is (numbers, colours and shapes).</p> <p>- Say how you feel...I feel happy, fine, fantastic, sad, etc.</p>	<p><u>We are learning to:</u></p> <p>-Use the verb forms Tengo/ I have (no tengo)</p> <p>Hay (no hay) + nouns + adjectives. Use it in the context of animals and pencil case items to form simple sentences.</p> <p>Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. (NB: consistent use of KS1 gestures applied to KS2).</p>	<p><u>We are learning to:</u></p> <p>-Use these sentence structures:</p> <p>Mi cumpleaños es el...My birthday is...</p> <p>-Use the verb forms Tengo/ I have (no tengo) Use it in the context of the body and the family to form simple sentences.</p> <p>-Use there is/are (hay un, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez,...)</p> <p>- Use sentences with days and months.</p>	<p><u>We are learning to:</u></p> <p>-Say what sports you play using 'Juego al' or 'Practico and when you do it 'Los lunes juego al fútbol'.</p> <p>-Express opinions in sentences using 'me gusta/ no me gusta' and 'me encanta, give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives'.</p> <p>.Use opinions on a variety of topics: music,</p>	<p><u>We are learning to:</u></p> <p>-Express opinions in sentences using 'me gusta/ no me gusta' and 'me encanta.</p> <p>- Express opinions in sentences using preferences using 'prefiero' and express reasons for opinions using 'porque (because) es/son + adjectives'.</p> <p>-Use opinions on a variety of topics: what is the weather like, music, instruments and tradition.</p>	<p><u>We are learning to:</u></p> <p>initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p>
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						sports and hobbies. -Say what you like to eat and drink using 'me gusta comer / beber'.		
Describe people, places, things and actions orally (to a range of audiences)		<u>We are learning to:</u> -Describe shapes with colours.	<u>We are learning to:</u> -Describe shapes with colours. Pair work and group work. -Birthday, Christmas, calendar songs.	<u>We are learning to:</u> -Describe animals with colours. Choral re-telling of stories, pair work, group work, re-telling stories. Describe the face and body. -Birthday, Christmas, calendar songs.	<u>We are learning to:</u> -Describe pictures/images of shapes and their colour and number (how many?). -Describe hair / eyes of self and others. -Birthday, Christmas, calendar songs.	<u>We are learning to:</u> -Describe actions: eating / drinking at different times. Playing sports and instruments. -Describe the family and body revision.	<u>We are learning to:</u> -Describe the family and body revision. -Describe your favourites hobbies and sports. -Describe the key f famous music, weather and tradition in Spain.	<u>We are learning to:</u> initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

Reading	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<p>Read and show understanding of words, phrases and simple texts</p>		<p><u>We are learning to:</u> Match sounds to text with familiar words.</p>	<p><u>We are learning to:</u> Match sounds to text with familiar words with good pronunciation.</p>	<p><u>We are learning to:</u> Match sounds to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences.</p>	<p><u>We are learning to:</u> Reading and understanding details on simple sentences like birthday invitations, diary entries and list of things to do.</p>	<p><u>We are learning to:</u> Read short texts and answer questions to show understanding</p>	<p><u>We are learning to:</u> Read short texts and answer questions to show understanding</p> <p>Complete gap-fill activities, close activities with adjectival agreement.</p>	<p><u>We are learning to:</u> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>
<p>Appreciate stories, songs, poems and rhymes in the language</p>		<p><u>We are learning to:</u> - Join in confidently with songs and videos.</p>	<p><u>We are learning to:</u> - Join in confidently with songs and videos.</p>	<p><u>We are learning to:</u> - Join in confidently with songs, Veo veo song/game, Oso pardo story, story/videos of</p>	<p><u>We are learning to:</u> Numbers song, birthday and Christmas songs, video episodes, months / days rhymes. Perro y Gato videos.</p>	<p><u>We are learning to:</u> Videos and audios on sports, tradition, food, music and instruments in Spain.</p>	<p><u>We are learning to:</u> Film clips on traditional Spanish festivals. Music, sports, art, tradition and culture.</p>	<p><u>We are learning to:</u> read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop</p>

				animals, Perro y Gato videos.				creative expression and expand understanding of the language and culture
Read aloud with accurate pronunciation		<u>We are learning to:</u> -Confidently use phonic key sounds to read aloud familiar words.	<u>We are learning to:</u> -Confidently use phonic key sounds to read aloud familiar words. -Pronounce words using the correct sounds.	<u>We are learning to:</u> -Confidently use phonic key sounds to read aloud familiar words within short texts – able learners will already start to apply phonic links when reading new words aloud, for example when using the story text.	<u>We are learning to:</u> -Read short texts about the family, the body and the calendar. -Read and add questioning intonation.	<u>We are learning to:</u> -Pronounce words (including cognates) using the correct sounds. -Read texts about hobbies, sports, tradition and culture in Spanish. - Bilingual texts.	<u>We are learning to:</u> -Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map. -Bilingual texts.	<u>We are learning to:</u> speak coherently and confidently, with increasingly accurate pronunciation and intonation
Understand new words that are introduced into familiar			<u>We are learning to understand:</u> -Stories, songs, videos with language beyond level	<u>We are learning to understand:</u> -Stories, rhymes, songs, videos with language beyond level	<u>We are learning to understand:</u> -Stories: Birthday vocabulary, verbs, seasons,	<u>We are learning to understand:</u> -Stories, rhymes, songs, videos with language beyond level	<u>We are learning to understand:</u> -Adjectives of reasons to support opinions, using 'porque'	<u>We are learning to understand:</u> develop and use a wide-ranging and deepening vocabulary

<p>written material</p>			<p>of active production.</p> <p>-Numbers, colours, numbers and animals.</p>	<p>of active production.</p> <p>-Numbers / Days of the week / colours, numbers, animals and the body.</p>	<p>numbers, colours, body and family.</p>	<p>of active production.</p> <p>- Audiobooks to read after listening,</p>	<p>to provide reasons, language for countries, locations, directions.</p>	<p>that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p>
<p>Use a dictionary</p>						<p><u>We are learning to acquire:</u> Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words</p>	<p><u>We are learning to:</u> Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary)</p>	

Writing	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<p>Write words and phrases from memory (Writing work in books)</p>				<p><u>We are learning to:</u> Write words and sentences in books about colours, numbers, days of the week, months, animals, shapes, etc.</p> <p>Write on mini-white boards vocabulary or simple sentences e.g. Tengo un caballo blanco (I have a white horse) with reasonable accuracy from short-term memory.</p> <p>Write individual words from memory.</p>	<p><u>We are learning to:</u> Write words and sentences in books about numbers, days of the week, months, animals, shapes, family, body, etc.</p> <p>Write short exclamations and questions from memory with the correct position of punctuation marks in questions (and exclamations).</p> <p>Write sentences as: ' My birthday is on the ... of ... ' from memory with</p>	<p><u>We are learning to:</u> Write sentences about what you eat for breakfast, what sports you do and when, what instruments you can play, etc.</p> <p>Write about dates and the weather, cities and tradition, family and friends to describe them.</p> <p>Try to do these from short-term memory with accurate spelling in lesson time.</p> <p>Write a poem.</p>	<p><u>We are learning to:</u> Write words and sentences in books about numbers, dates, instruments, music, sports, culture, etc.</p> <p>Label pictures (village, city, places in the city) and describe them– using hay / no hay (there is/ there is not) with confidence to write sentences from memory.</p> <p>Write a poem.</p>	<p><u>We are learning to:</u> write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p>

					accurate spelling.			
Adapt phrases to create new sentences				<p><u>We are learning to:</u> -Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una...(I have/ Is a...) Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).</p>	<p><u>We are learning to:</u> -Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party. - Include simple connectives 'y', 'pero' and 'también' (also).</p>	<p><u>We are learning to:</u> -Adapt a short text about someone else's sports / free time to write a short text about own free time. -Adapt a short text about a Restaurant and their menu to design your own one.</p>	<p><u>We are learning to:</u> -Write a holiday postcard, adapting a model. -Write your opinion about different things (hobbies, tradition, places, food, etc). -Write conversation using questions and answers in Spanish.</p>	<p><u>We are learning to:</u> -Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</p>
Describe people, places, things and actions in writing				<p><u>We are learning to:</u> -Describe animals, shapes and material in the school with colours and</p>	<p><u>We are learning to:</u> -Revisie – colours and numbers. -Describe pictures/painti</p>	<p><u>We are learning to:</u> -Describe actions: Write what you eat for breakfast and what exercise you</p>	<p><u>We are learning to:</u> -Express opinions and giving reasons (from memory).</p>	<p><u>We are learning to:</u> -Use and manipulate a variety of key grammatical structures and patterns,</p>

				<p>other adjectives.</p> <p>-Create mini-books.</p>	<p>ngs in terms of shapes and their position.</p> <p>-Describe emotions – happy, sad, etc.</p> <p>-Describe physical appearance of self and others. Describe your family.</p>	<p>do on different days (from memory).</p> <p>-Describe art: Write what you like or dislike and why.</p> <p>-Make birthday cards, Christmas cards and holidays cards.</p>	<p>-Describe places and compare locations (from memory).</p> <p>-Describe actions: describe festivals in UK and in other countries (with resources).</p>	<p>including voices and moods, as appropriate</p>
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Grammar	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Gender of nouns - definite and indefinite articles				<p><u>We are learning to:</u> Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)</p>	<p><u>We are learning to:</u> Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural</p>	<p><u>We are learning to:</u> Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la)</p>	<p><u>We are learning to:</u> Accurate gender and article use, singular and plural (not with 100% consistency but the rules are familiar).</p>	<p><u>We are learning to:</u> use accurate grammar, spelling and punctuation</p>
Singular and plural forms of nouns				<p><u>We are learning to:</u> Form plural nouns</p>	<p><u>We are learning to:</u> Form plural nouns</p>			<p><u>We are learning to:</u> use accurate grammar, spelling and punctuation</p>
Adjectives (place and				<p><u>We are learning to:</u></p>	<p><u>We are learning to:</u></p>	<p><u>We are learning to:</u></p>	<p><u>We are learning to:</u></p>	<p><u>We are learning to:</u></p>

<p>agreement)</p>				<p>Learn adjectival positioning and adjectival agreement (active use of regular singular forms)</p>	<p>Use adjectives (agreement and position) with more confidence</p>	<p>Agree adjectives in reasons after porque es / son (because is/are), remembering to match number and gender.</p>	<p>Agree adjectives in reasons, remembering to match number and gender.</p>	<p>use accurate grammar, spelling and punctuation</p>
<p>Conjugation of key verbs (and making verbs negative)</p>				<p><u>We are learning to:</u> Use tengo, es, hay, son (I have, is, are, there is, there are) accurately.</p>	<p><u>We are learning to:</u> Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus).</p>	<p><u>We are learning to:</u> Use all persons for the verbs: SER, ESTAR Y DESAYUNAR . Use Me gusta (I like to) + comer / beber / jugar / practicar</p>	<p><u>We are learning to:</u> Use 'hay' (There is/are). Use the verb ESTAR (receptive use of some reflexive verbs). Use all persons DESAYUNAR . Use future tense (Voy a + infinitive verb), infinitives</p>	<p><u>We are learning to:</u> use accurate grammar, spelling and punctuation</p>

Connectives and qualifiers, adverbs of time, prepositions of place				<u>We are learning to:</u> Use connectives – y, pero, también, etc.	<u>We are learning to:</u> Use prepositions of place (arriba, encima de etc.)	<u>We are learning to:</u> Use subordinating connectives.	<u>We are learning to:</u> Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which)).	<u>We are learning to:</u> use accurate grammar, spelling and punctuation