

Progression of Skills - Spanish						
	Skills					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Listening</b>					
<p>In early years, children learn: awareness of the concept of another language</p> <p>To be curious about another country, its language and its culture</p> <p>to imitate sounds and intonation accurately</p>	<p>Listen attentively to a story, song or spanish speaker</p> <p>Listen and copy sounds, words and phrases.</p> <p>Understand words and simple phrases.</p>	<p>Listen attentively to a story, song or spanish speaker</p> <p>Listen and copy sounds, words and phrases</p> <p>Understand words and phrases.</p>	<p>Listen and respond to familiar spoken <b>words and phrases</b></p> <p>Listen for specific <b>phonemes</b> in words.</p>	<p>Listen attentively and understand <b>phrases and short sentences.</b></p> <p>Listen for specific <b>phonemes</b> in words.</p>	<p>Listen attentively and understand more <b>complex phrases and sentences</b></p> <p>Identify <b>phonemes</b> in longer words and phrases</p>	<p>Understand <b>longer and more complex phrases or sentences</b></p> <p>Identify <b>phonemes</b> in unfamiliar words and phrases</p>
	<b>Speaking</b>					
<p>To enjoy listening to songs and stories in another language</p> <p>to begin to join in with songs and rhymes</p> <p>to demonstrate turn-taking in language exchange eg greetings</p> <p>to join in actions for songs and rhymes</p> <p>To use memory techniques to recall new words</p>	<p>Join in with songs or stories with actions and attempt some words.</p> <p>communicate with others using simple words and phrases</p> <p>explore patterns and sounds</p>	<p>Join in with songs or stories with actions and attempt some words.</p> <p>Communicate with others using simple words and phrases</p> <p>explore patterns and sounds</p>	<p>Communicate with others using simple <b>words, phrases and short sentences.</b></p> <p>Repeat words and phrases and explore the <b>patterns and sounds of language</b> to help develop accurate pronunciation and intonation</p>	<p>Communicate by asking and answering a few simple <b>questions</b></p> <p>Present <b>short pieces of information</b></p> <p>Say familiar words and phrases with accurate pronunciation and intonation and explore the <b>patterns and sounds</b> of language</p>	<p>Take part in <b>short conversations</b> using familiar <b>structures</b> and <b>vocabulary</b></p> <p>Present <b>information</b> to others, including more complex opinions and sentences, <b>simple conjunctions</b> and accurate <b>pronunciation and intonation</b></p>	<p>Use spoken language to initiate and sustain <b>simple conversations on familiar topics with familiar structures</b></p> <p><b>Present</b> to an audience e.g. role-play, presentation, performance with good <b>pronunciation</b>, intonation and gesture to convey <b>meaning.</b></p>
	<b>Reading</b>					
n/a	<p>Be aware that there are some differences in letters, sounds and punctuation when looking at Spanish text.</p>	<p>Recognise and understand a few familiar written words</p> <p>Show awareness of some sound-spelling links in familiar words.</p>	<p>Recognise and understand some familiar written <b>words and phrases</b></p> <p>Read aloud familiar <b>words and short phrases</b></p> <p>Show awareness of <b>sound-spelling links when decoding unfamiliar syllables.</b></p>	<p>Read and understand familiar written <b>words, phrases and short texts</b> made of simple, familiar sentences</p> <p>Read aloud a wider range of <b>words, phrases and sentences</b> using <b>phonics</b> to increase accurate <b>pronunciation.</b></p> <p><b>Begin to decode and read aloud simple, unfamiliar 2 syllable words.</b></p>	<p>Read and understand a variety of <b>short simple texts</b> in different formats and in different contexts</p> <p>Read a few sentences aloud, focussing on correct <b>pronunciation</b> and <b>intonation</b>, to convey meaning</p> <p><b>Begin to decode and read aloud simple, unfamiliar 2-3 syllable words.</b></p>	<p>Read and understand the <b>main points and some detail</b> from a short written passage</p> <p>Read aloud a variety of longer texts, focussing on correct <b>pronunciation</b> and <b>intonation</b>, and gesture to convey meaning</p> <p><b>Read new vocabulary and new texts confidently, applying phonetic knowledge.</b></p>

Writing						
n/a	Copy a few familiar words.	Copy familiar words and some new words carefully.	Write some familiar simple <b>phrases</b> using a model  Write some familiar, simple <b>words</b> from <b>memory</b>  <b>Write some simple graphemes</b>	Write a <b>short text</b> using a model  Write a few <b>simple sentences</b> from memory, applying <b>phonics knowledge</b>  <b>Apply phonic knowledge to support writing familiar and some unfamiliar words</b>	Write <b>more complex sentences and short texts</b> using a model and/or word bank  Write a few <b>more complex sentences</b> from memory, applying <b>phonics knowledge</b>  Use a dictionary to find new vocabulary or check the <b>spelling</b> of words.	Write sentences and <b>construct short texts</b> using a model or word bank  Write a few sentences from memory, using <b>knowledge of words, text and structure</b> and applying <b>phonics knowledge</b>  Use a dictionary to find new vocabulary or check the <b>spelling</b> of words and <b>apply grammatical rules</b> if necessary.

Progression of Knowledge - Spanish

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics						
Know that in Spanish, some sounds are different from English.	Know that in Spanish, some sounds and letters are different from English.	Know that in Spanish, some letters make different sounds to English  Begin to notice the differences of: <b>Vowels: a e i o u</b> <b>Tricky sounds: j, ll, ñ, h, rr, z,</b> <b>Accents e.g. ó</b>	Know about the following phonemes and graphemes - <b>a e i o u</b> - <b>ll, ñ, h</b> (greetings) - <b>v, z, j, (rr, d)</b> (colours) - <b>y</b> (connectives) - <b>Blended vowels:</b> Ue, ie, ua, ei, - Awareness of accent on words  Apply phonics knowledge to the skills above (in red)	Know about the following phonemes and graphemes <b>As year 3 +</b> - <b>rr, d</b> - <b>Que, qui</b> - <b>Ce, ci</b> - <b>ay</b>  Apply phonics knowledge to the skills above (in red)	Know about the following phonemes and graphemes <b>As year 4 +</b> - <b>la, eo, uy, ai, io</b> - <b>ge, gi</b>  Apply phonics knowledge to the skills above (in red)	Know about the following phonemes and graphemes  <b>As year 5+</b> - <b>ee, ay</b> - <b>Gue, gui</b>  Apply phonics knowledge to the skills above (in red)
Grammar						
Be aware of/exposed to some basic grammar appropriate to the language being studied and age-related expectations E.g. • Negatives • Question intonation	Be aware of/exposed to of some basic grammar appropriate to the language being studied and age-related expectations E.g. • Negatives • That some words can have a 2-word meaning in English e.g. Es	Be aware of/exposed to some basic grammar appropriate to the language being studied and age-related expectations E.g. • Know what <b>nouns</b> and <b>adjectives</b> are • Begin to show awareness of <b>adjective order</b> • Form the <b>negative</b> eg me	Understand some basic grammar appropriate to the language being studied e.g. • <b>nouns</b> - gender: masculine and feminine for singular nouns, (form plurals) • <b>adjectives</b> - order • <b>verbs</b> - awareness of 1st and 3rd person, • <b>verbs</b> - form negatives.	Understand some basic grammar appropriate to the language being studied: • <b>nouns</b> - singular and plural, <b>masculine and feminine</b> • <b>adjectives</b> - order and agreement (m/f.s, m pl) • <b>verbs</b> - aware of 1st, 2nd and 3rd person in Q and A • <b>verbs</b> - how to form the	Understand some basic grammar appropriate to the language being studied: • <b>nouns</b> - singular and plural, <b>masculine and feminine</b> and related articles (indefinite and definite) • <b>adjectives</b> - order and agreement (ms, mpl, fs, fpl.) • <b>verbs</b> – use 1st, 2nd, 3rd person	Understand some basic grammar appropriate to the language being studied: • <b>nouns</b> - singular and plural, <b>masculine and feminine</b> and related articles (indefinite and definite) • <b>adjectives</b> - order and agreement • <b>verbs</b> – use 1st, 2nd, 3rd person with a range of

	<ul style="list-style-type: none"> <li>That the order of words is sometimes different</li> </ul>	<p>gusta / no me gusta</p> <ul style="list-style-type: none"> <li><b>verbs</b> - that a verb in spanish can cover two words eg es = it is</li> <li>Understand how to use 'y' to join two words.</li> </ul>	<ul style="list-style-type: none"> <li><b>conjunctions:</b> and, but</li> </ul> <p>Apply grammatical knowledge to skills (in green)</p>	<p>negative</p> <ul style="list-style-type: none"> <li><b>Conjunctions:</b> and, but, also</li> </ul> <p>Apply grammatical knowledge to skills (in green)</p>	<ul style="list-style-type: none"> <li><b>verbs</b> - form negatives</li> <li><b>Conjunctions:</b> and, but, also, because</li> </ul> <p>Apply grammatical knowledge to skills (in green)</p>	<p>verbs,</p> <ul style="list-style-type: none"> <li><b>verbs</b> - form negatives,</li> <li><b>verbs</b> - conjugation of present tense verbs</li> <li><b>Conjunctions:</b> and, but, also, because, however, which</li> <li><b>adverbials</b> including possessive adjectives eg with my dog,</li> </ul>
<b>Vocabulary</b>						
<p><b>Greetings:</b> Numbers: 1-6 Colours: 4-6 Nouns: food, animals, mini beasts, transport Verbs: run, walk, jump, dance, sleep Me gusta</p>	<p><b>Greetings:</b> Numbers: 1-10 Colours: 6 Nouns: fruit, body parts, mini beasts, seaside words Story vocab: Gingerbread man, Adjectives: colours + big, small Verbs: Es, Quiero, Tengo, Me gusta</p>	<p><b>Greetings:</b> Numbers: 1-15 Colours: 8 Nouns: animals, pirate vocab, countries Story vocab: goldilocks and the three bears, 10 semillas Adjectives: big, medium, small Verbs: Es, Quiero, Tengo, Me gusta</p>	<p><b>Greetings:</b> Numbers: 1-15 Colours: 8 Connectives: <b>y, pero</b> Nouns: fruit, family, some masculine animals Adjectives: colours, big, small Verbs: 1st: <b>me llamo, tengo, quiero, es, vivo/hay?, me gusta, Veo</b> 2nd: <b>te gusta</b></p> <p>Apply knowledge of vocabulary in skills (in blue)</p>	<p><b>Greetings:</b> Numbers: 1-30 Colours: 8 inc plural endings Connectives: <b>y, pero, también</b> Nouns: hair, eyes, <b>animals</b>, days of the week, months, party <b>food</b>, Adjectives: <b>colours, big, small</b>, personal descriptions, animal descriptions, 1st: <b>me llamo, tengo, quiero, es, hay, me gusta, soy</b> 2nd: <b>te llamas, tienes, 3rd: se llama</b></p> <p>Apply knowledge of vocabulary in skills (in blue)</p>	<p><b>Greetings:</b> Numbers: 1-50 + tens Colours: 8 including m.f.s.pl endings Connectives: <b>y, pero, también, porque,</b> Nouns: sports, planets, clothing Adjectives: <b>colours, size, sport adjectives, planet adjectives,</b> Verbs: 1st: <b>me llamo, tengo, quiero, es, hay, me gusta, opiniones, llevo, singular conjugation of some regular verbs.</b> 2nd: <b>te llamas, tienes, te gusta, llevas, quieres</b> 3rd: <b>se llama, tiene, lleva, son</b></p> <p>Apply knowledge of vocabulary in skills (in blue)</p>	<p><b>Greetings:</b> Numbers: 1-100 + Colours: 8+ including agreement Connectives: <b>y, pero, También, porque, sin embargo, que, con</b> Nouns: places in the town, (planets), <b>family</b> Adjectives: <b>colours, size, place adjectives,</b> Verbs: 1st: <b>me llamo, tengo, quiero, es, hay, me gusta, opiniones, hay, puedo</b> 2nd: <b>te llamas, tienes, tu gusta, puedes</b> 3rd: <b>se llama, tiene, es, Range of infinitive verbs</b> Conjugation: <b>begin to conjugate some regular and irregular infinitive verbs</b></p> <p>Apply knowledge of vocabulary in skills (in blue)</p>
<b>Haxby Road 100</b>						
<p>Spanish theme day</p> <p>Spanish Song Show</p> <p>Cultural activities throughout the year</p>	<p>Spanish theme day</p> <p>Cultural activities throughout the year</p>	<p>Spanish theme day</p> <p>Cultural activities throughout the year</p>	<p>Spanish School Link</p> <ul style="list-style-type: none"> <li>Xmas Cards</li> <li>Spring Project</li> <li>Video Call</li> </ul> <p>Spanish theme day</p> <p>Cultural activities throughout the year</p>	<p>Spanish School Link</p> <ul style="list-style-type: none"> <li>Xmas Cards</li> <li>Spring Project</li> <li>Video Call</li> </ul> <p>Spanish theme day</p> <p>Cultural activities throughout the year</p>	<p>Spanish School Link</p> <ul style="list-style-type: none"> <li>Xmas Cards</li> <li>Spring Project</li> <li>Video Call</li> </ul> <p>Spanish theme day</p> <p>Cultural activities throughout the year</p> <p>Poetry competition (depending on enrichment)</p>	<p>Spanish School Link</p> <ul style="list-style-type: none"> <li>Xmas Cards</li> <li>Spring Project</li> <li>Video Call</li> </ul> <p>Spanish theme day</p> <p>Cultural activities throughout the year</p> <p>Poetry competition (depending on enrichment)</p>

