



Progression Map

Spanish



National Curriculum MFL

Pupils should be taught to:

- 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Spanish around the world 1 6 Lessons	Greetings 1 7 Lessons	Numbers 1 5 Lessons	The Body Parts 1 6 Lessons	What day is today? 1 5 Lessons	Horrible Green Monster 1 6 Lessons
	Listen attentively to spoken language and show understanding by joining in and responding. Key Learning (National curriculum) 1.Can recognise where Spain is on the world map.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. (National curriculum) 1.Can understand and respond to a few familiar spoken words and short phrases,	Appreciate stories, songs, poems and rhymes in the language. (National curriculum) 1.Can count up to 20 in Spanish with support. 2. Can recognise numbers in tens. 3.Can indicate that there is a problem, using a pre-learned phrase e.g No entiendo	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. (National curriculum) 1. Can understand some familiar written words and short phrases.	Speak in sentences, using familiar vocabulary, phrases and basic language structures. (National curriculum) 1.Can read aloud some very familiar words and short phrases with	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 1.Can, with support, substitute one element in a simple

	2. Can identify some Spanish speaking countries. 3. Can identify continents with Spanish speaking countries.	spoken slowly and clearly. 2.Can add new vocabulary and access to it with support.	3.Can use connectives 'and'. <u>Vocabulary</u> - -	2.Can use the 1st person singular form from the verb "to have", confidently.	accurate pronunciation. 2.Can recognise months of the year. 3.Can recognise days of the week.	phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. 2.To learn the names of colours through games and activities.
Vocabulary						
	-North America, South America, Europe, Africa. -Paises, Espanol. -Spanish speaking countries	-Buenas tardes, Buenos dias, buenas noches, Como te llamas? Yo me llamo... -Que tal estas? Yo estoy...Bien/Regular/ Mal -Donde vives? Yo vivo en	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve , diez, once, doce, trece, catorce, quince, dieciseis,diecisiete, dieciocho, diecinueve, veinte. -Diez, veinte, treinta, cuarenta, cincuenta, sesenta,setetnta,ochenta, noventa Y (and).	-Cabeza, Hombros, rodillas, pies, ojos, nariz, orejas, boca. -Yo tengo	-Meses, dias, ano. (months, days, year) -Enero, febrero,marzo, abril, mayo,junio, julio, Agosto, Septiembre, octubre,noviembre, diciembre. (months of the year) -Lunes, martes, miercoles, jueves, Viernes, sabado, domingo. (days of the week) -Cumpleanos (birthday)	-Colores : Azul, verde, Amarillo, rojo, rosa, naranja, negro, blanco
Phonics Focus						
	Es and Ch -Escúchame	Focus a- ah: papa, agua.	CH- "ch" is pronounced much like the"ch" in	Qué- Ké		ES and CH

	<p>Ll- Sounds like the English letter 'y'.</p> <p>H-is silent in Spanish</p> <p>J- sounds like a harsh English h</p> <p>*Ñ- practise sound</p> <p>Yo- sounds like jo 'mayo'</p>	<p>e-eh: esperanza, bebé</p> <p>i-ee: sí, chica</p> <p>o-oh: loco, bonito</p> <p>u-oo: grupo, futuro</p> <p>Ll- Sounds like the English letter 'y'</p> <p>H-is silent in Spanish</p> <p>Y- sounds like 'e'</p> <p>J- sounds like a harsh English h</p> <p>Ñ</p>	<p>English although perhaps a bit softer than in English</p> <p>G- gue</p>	<p>H-is silent in Spanish</p> <p>V- pronounced like B in English</p> <p>Ñ- España</p> <p>GUE and GUI - you don't pronounce the U (it's silent in these cases) and the G sounds hard like in "girl" (guerra, guitarra)</p> <p>J- sounds like a harsh English h</p> <p>Ge= Pronounced as the Spanish J</p>		<p>Ll- Sounds like the English letter 'y'</p> <p>H-is silent in Spanish</p> <p>Y- sounds like 'e'</p> <p>J- sounds like a harsh English h</p> <p>*Ñ- practise sound!</p> <p>Yo- sounds like jo 'mayo'</p>
Year 4	<p>Spanish around the world 2</p> <p>6 Lessons</p>	<p>Greetings 2</p> <p>7 Lessons</p>	<p>Numbers 2</p> <p>5 Lessons</p>	<p>The Body Parts 2</p> <p>6 Lessons</p>	<p>What day is today?2</p> <p>5 Lessons</p>	<p>Horrible Green Monster 2</p> <p>6 Lessons</p>
	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Key Learning (National curriculum)</p> <p>1.Can use simple pre-learned words and</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>1.Can understand and respond to a range of</p>	<p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>(National curriculum)</p> <p>1.Can count up to 100 in Spanish with support.</p> <p>2.Can indicate that there is a problem, using a pre-</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>(National curriculum)</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>(National curriculum)</p> <p>1.Can read aloud some very familiar</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>

	<p>phrases for routine situations.</p> <p>2. Can follow and repeat key words from a song, rhyme or poem.</p> <p>3.Can recognise where Spain is on the world map.</p> <p>4. Can identify some Spanish speaking countries.</p> <p>5. Can identify continents with Spanish speaking countries.</p>	<p>familiar spoken words and short phrases.</p> <p>2.Can use simple pre-learned words and phrases for routine situations.</p> <p>3.Can add new vocabulary and access to it with support.</p>	<p>learned phrase e.g No entiendo</p> <p>2.Can use connectives 'and'.</p>	<p>1.Are beginning to understand the formation of questions and answers involving familiar vocabulary.</p> <p>2.Can create simple sentences using a verb, body parts and numbers confidently.</p>	<p>words and short phrases with accurate pronunciation.</p> <p>2.Can say the date of today.</p> <p>-</p>	<p>(National curriculum)</p> <p>1.Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</p> <p>2.Can write some single words from memory.</p> <p>3. Can recognise and use Personal pronouns.</p> <p>4. Verb to have</p>
Vocabulary						
<p>-North America, South America, Europe, Africa.</p> <p>-Paises, Espanol.</p> <p>-Spanish speaking countries</p> <p>¿Como te llamas? Yo me llamo...</p> <p>-Buenos dias, buenas tardes, buenas noches.</p>	<p>-Buenas tardes, Buenos dias, buenas noches, ¿Como te llamas? Yo me llamo...</p> <p>-¿Que tal estas? Yo estoy...Bien/regular/mal /cansado/triste/enfadado</p> <p>-¿Donde vives? Yo vivo en... ¿De donde eres?yo soy de</p>	<p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve , diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte. (Numbers from 1 to 20)</p> <p>-Diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien. (Numbers in tens from 10-100)</p> <p>-y (and)</p>	<p>Cabeza, Hombros, rodillas, pies, ojos, nariz, orejas, boca.</p> <p>-Yo tengo</p>	<p>Meses, dias, ano.</p> <p>-Enero, febrero,marzo, abril, mayo,junio, julio, Agosto, Septiembre, octubre,noviembre, diciembre.</p> <p>-Lunes, martes, miercoles, jueves, Viernes, sabado, domingo.</p> <p>-Cumpleanos</p>	<p>-Colores :Azul, verde, Amarillo, rojo, rosa, naranja, negro, blanco.</p> <p>-yo, tu, el/ella, nosotros/as, vosotros/as, ellos/as. (I, you, he/she, we, you, they).</p>	

			-¿Cuantos años tienes? (How old are you? Yo tengo ... anos I am ... Years old		¿Cuando es tu cumpleaños?Mi cumpleaños es...	
Phonics Focus						
	LI - Sounds like the English letter 'y' H -is silent in Spanish Y - sounds like 'e' J- sounds like a harsh English h Qué-ké RR V - English B	V - pronounced like B in English. Ñ- España GUE and GUI - you don't pronounce the U (it's silent in these cases) and the G sounds hard like in "girl" (guerra, guitarra). J - sounds like a harsh English h Ge= Pronounced as the Spanish J! V pronounced as a B	Y -pronounced like the J in English. Ayuntamiento Que- ke Parque	IZ QUI CHA Qui- ki	Ñ J - sounds like a harsh English h H -is silent in Spanish K	B and V - pronounced the same as B Pie Review pronunciation ie and ei Ñ RR : strong r Ga H Y
Year 5	General review	All about me	My family	Grammar	Spanish pronouns	Horrible Green Monster 2
	6 Lessons	7 Lessons	5 Lessons	6 Lessons	5 Lessons	6 Lessons
	Speak in sentences, using familiar vocabulary, phrases and basic language structures. (National curriculum)	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. (National curriculum)	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,	Understand basic grammar appropriate to the language being studied, including (where relevant):	Understand basic grammar appropriate to the language being studied, including (where relevant):	Describe people, places, things and actions orally* and in writing.

	<p>1.To review basic vocabulary, Spanish speaking countries, greetings, colours, numbers, body parts, months of the year and days of the week through oral and written activities.</p> <p>2.Can ask and answer simple questions on the current topic.</p> <p>-</p>	<p>1. Can use several short phrases and questions in predictable classroom interactions.</p> <p>2.Can adapt models successfully to give own information, including simple questions, substituting individual words.</p> <p>3.Can use connectives 'but', 'with', 'and'.</p> <p>-</p>	<p>including through using a dictionary. (National curriculum)</p> <p>1.Can produce some short phrases within a familiar topic, with good pronunciation.</p> <p>2. To produce sentences using the topic vocabulary.</p> <p><u>Vocabulary</u></p>	<p>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. (National curriculum)</p> <p>1.To differentiate a singular from a plural word.</p> <p>2.To differentiate a masculine from a feminine word.</p>	<p>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. (National curriculum)</p> <p>1.Can recognise personal pronouns.</p> <p>2.Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).</p>	<p>1.Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)</p>
Vocabulary						
<p>Spanish speaking countries, greetings, body parts, colours and numbers.</p>	<p>Yo tengo/ yo soy -me llamo.., vivo en.. soy de...Tengo.. anos, -pero,con, y.</p>	<p>Madre, padre, hermana,hermano, tio, tia, abuelo, abuela, primo,prima.</p>		<p>-Yo, tu, el/ella, nosotros/as, vosotros/as, ellos/as. -Verbo tener, comer, querer.</p>	<p>Colores : Azul, verde, Amarillo, rojo, rosa, naranja, negro, blanco. -Verb tener</p>	

	--Buenas tardes, Buenos días, buenas noches, ¿Como te llamas? Yo me llamo... ¿Que tal estas? Yo estoy...Donde vives? Yo vivo en...					-Las partes del cuerpo.
Phonics Focus						
	LI- Sounds like the English letter 'y' H- is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h Qué-ké LI- Sounds like the English letter 'y' RR V- English B	V-'b' J- sounds like a harsh English h Z-Z-/zɛd/ (zed) LI- 'y'	J- sounds like a harsh English h GUE and GUI - you don't pronounce the U (it's silent in these cases) and the G sounds hard like in "girl" (guerra, guitarra). Ci- zi/thi H- silent	J- sounds like a harsh English V-B QUE- ke QUIE- kie	LI- Sounds like the English letter 'y' É- accent in the last letter! RR- strong R V-B FAVOR ia- ea GUSTARÍA EU- EUROS	LI- Sounds like the English letter 'y' É- accent in the last letter! RR- strong R V-B
Year 6	General review 2 6 Lessons	All about me 2 7 Lessons	My family 2 5 Lessons	Grammar 2 6 Lessons	Spanish pronouns 2 5 Lessons	Horrible Green Monster 2 6 Lessons
	Speak in sentences, using familiar vocabulary, phrases	Write phrases from memory, and adapt these to create new	Broaden their vocabulary and develop their ability to understand new words	Understand basic grammar appropriate to the	Understand basic grammar appropriate to the	Describe people, places, things and

	<p>and basic language structures. (National curriculum)</p> <p>1.To review basic vocabulary, Spanish speaking countries, greetings, colours, numbers, body parts, months of the year and days of the week through oral and written activities.</p> <p>2.Can ask and answer simple questions on the current topic.</p>	<p>sentences, to express ideas clearly. (National curriculum)</p> <p>1.Can use several short phrases and questions in predictable classroom interactions.</p> <p>2.Can adapt models successfully to give own information, including simple questions, substituting individual words.</p> <p>3.Can use connectives 'but', 'with', 'and'.</p> <p>4.Can understand and use the sentences 'I like' or 'I don't like'.</p>	<p>that are introduced into familiar written material, including through using a dictionary. (National curriculum)</p> <p>1.Can produce some short phrases within a familiar topic, with good pronunciation.</p> <p>2. To produce sentences using the topic vocabulary.</p> <p>3.To write an understandable paragraph talking about your family.</p>	<p>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. Present ideas and information orally to a range of audiences (National curriculum)</p> <p>1.To differentiate a singular from a plural word.</p> <p>2.To differentiate a masculine from a feminine word.</p>	<p>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. (National curriculum)</p> <p>1.Can recognise personal pronouns.</p> <p>2.Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).</p> <p>3.Can create complex sentences (with the support of a frame)</p>	<p>actions orally* and in writing.</p> <p>1.Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier).</p> <p>2.Can recognise personal pronouns.</p>
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Vocabulary					
<p>-Spanish speaking countries, greetings, body parts, colours and numbers.</p> <p>--Buenas tardes, Buenos dias, buenas noches, ¿Como te llamas? Yo me llamo... ¿Que tal estas? Yo estoy...Donde vives? Yo vivo en...</p>	<p>-Yo tengo/ yo soy -me llamo.., vivo en.. soy de...Tengo... anos, -pero (but),con (with), y(and).</p> <p>-Me gusta/ no me gusta. (I like/ I don't like)</p>	<p>Madre, padre, hermana,hermano, tio, tia, abuelo, abuela, primo,prima.</p> <p>-Numeros (numers).</p> <p>-Yo tengo).</p>		<p>-Yo, tu, el/ella, nosotros/as, vosotros/as, ellos/as.</p> <p>-Verbo tener, comer, querer.</p>	<p>-Colores : Azul, verde, Amarillo, rojo, rosa, naranja, negro, blanco.</p> <p>-Verb tener</p> <p>-Las partes del cuerpo.</p> <p>-Personal pronouns in Spanish: Yo,tu,el/ella, nosotros/as, vosotros/as, ellos/ellas.</p>
Phonics Focus					
<p>LI- Sounds like the English letter 'y'</p> <p>H- silent</p> <p>V- English B</p>	<p>J- sounds like a harsh English h</p> <p>Z- /zɛd/ (zed)</p> <p>LL-Sounds like the English letter 'y'</p> <p>RRH- silent</p>	<p>a is pronounced like 'ah' in English</p> <p>e when placed in the middle of a syllable, it is pronounced like ai in e is silent at the end of a word tasse</p> <p>é is pronounced like 'ay' été</p> <p>è is pronounced like ai in 'fair' père</p>	<p>LI- Sounds like the English letter 'y'</p> <p>RR- strong R</p> <p>V- English B</p>	<p>J- sounds like a harsh English h</p> <p>Z- /zɛd/ (zed)</p> <p>LL-Sounds like the English letter 'y'</p> <p>RR</p> <p>H- silent</p>	<p>Ñ</p> <p>V-b</p> <p>Y</p> <p>H- silent</p>

			<p>ê is also pronounced like ai</p> <p>i, y are pronounced like ee in 'meet'</p> <p>o is pronounced like o in 'not</p> <p>ô is pronounced like 'oh</p> <p>oi is pronounced like 'wah</p> <p>ou is pronounced like 'oo</p> <p>ç sounds like s ça (that)</p> <p>ch sounds like 'sh'</p> <p>g before e or i sounds like s in 'measure'</p> <p>g elsewhere sounds like g</p> <p>h is silent</p> <p>j sounds like s</p>			
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