



				La1 - Listen attentively to spoken language and show understanding by joining in and responding
				La2 - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
				La3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
				La4 - Speak in sentences, using familiar vocabulary, phrases and basic language structures
				La5 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
				La6 - Present ideas and information orally to a range of audiences
				La7 - Read carefully and show understanding of words, phrases and simple writing
				La8 - Appreciate stories, songs, poems and rhymes in the language
				La9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
				La10 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
				La11 - Describe people, places, things and actions orally and in writing
				La12 - 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.

Progression of knowledge and skills

Concept	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Phonics				CH J Ñ LL RR Silent letters (H) Awareness of accents	CE CI CO CU CA Copying accents correctly when speaking	GE GI GO GU GA Using accents correctly independently when speaking	B V CC QU Z Using accents correctly when spelling
Vocabulary				<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Vocabulary from 'Aprendo Español' Unit (Spring and Summer units)</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Simple greetings</li> <li>Language to ask and answer the question 'How are you?'</li> <li>Numbers 1-10</li> <li>Ten key colours</li> <li>10 common fruits including the appropriate singular and plural determiners</li> <li>Common flavours of ice cream.</li> <li>Preposition 'de'</li> <li>Connective 'and'</li> <li>Using a sentence starter to order an ice cream.</li> </ul>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers 1-10</li> <li>Answering the question 'How are you?'</li> <li>First person high frequency verb 'I am' ('soy')</li> <li>Conjunction 'y'</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Asking and answering questions related to basic personal details (name, age, where you live, nationality).</li> <li>Numbers 1-20</li> <li>First person high frequency verbs 'tengo' (I have), 'vivo' (I live), 'me llamo' (I am called)</li> </ul>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Personal information and family members</li> <li>Numbers to 20</li> <li>Vocabulary to describe the weather</li> <li>Possessive adjective 'my'</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>Names of days and months in Spanish</li> <li>Numbers to 31</li> <li>Vocabulary to ask and give the date in Spanish, including the appropriate number form</li> <li>Nouns and indefinite articles for common pets.</li> <li>Asking and answering the question 'Do you have a pet?'</li> <li>Rooms of the house</li> </ul>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>Giving personal details from memory</li> <li>Time on the hour</li> <li>Colours</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>School subjects.</li> <li>Positive and negative opinions to answer "¿Que te gusta?".</li> <li>Feelings vocabulary to support opinions e.g. boring, difficult, useful, interesting, pointless.</li> <li>HF conjunctions – and, but, because, however, also.</li> <li>Common time conjunctions – after, later on, finally.</li> <li>Begin to tell the time using hours and times of day.</li> </ul>

				<ul style="list-style-type: none"> <li>• Please and thank you.</li> <li>• First person conjunction of verb 'to know how' ('saber') – sé</li> <li>• Infinitive forms of 10 high frequency activity verbs</li> <li>• Key vocabulary to access the story of Little Red Riding Hood</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns and articles for family members</li> <li>• Pronouns 'he', 'she'</li> <li>• Numbers 1-100</li> <li>• Classroom objects and how to ask and answer what is in my pencil case.</li> <li>• Nouns and articles for common Spanish food and drink items</li> <li>• Infinitive and first-person present tense of verb 'querer', 'quiero'</li> <li>• Phrases for ordering food and collecting the bill.</li> <li>• Phrases and verbs to describe the weather</li> <li>• Compass points</li> </ul>	<ul style="list-style-type: none"> <li>• "There is" and "There is not"</li> <li>• Adding the phrase structure 'que se llama' to a main clause.</li> <li>• Connectives - 'and', 'but'</li> <li>• Items of clothing and infinitive, first and second person form of associated verb llevar.</li> <li>• Revisit colours.</li> <li>• Revisit weather.</li> <li>• Develop key vocabulary to read, understand and give simple information about habitats and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• First person present tense conjugations of beber and comer</li> <li>• Activities to stay healthy</li> <li>• Tell time using quarter hour intervals.</li> <li>• Revisit personal subject pronouns.</li> <li>• Revisit HF verbs – hablar, comer, vivir</li> <li>• Use common activity verbs to explain what to do at the weekend.</li> <li>• Revisit colours.</li> <li>• Adjectives to describe personal appearance, including height and physical features.</li> <li>• Verbs to describe daily routine.</li> </ul>
Grammar				<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• What is a noun and an article/ determiner in English?</li> <li>• What is a verb?</li> <li>• 'I am' comes from the verb 'to be' in English</li> </ul> <p><b>New Learning</b></p> <ul style="list-style-type: none"> <li>• Regular singular and plural noun forms</li> </ul>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Singular definite and indefinite articles</li> <li>• Some nouns take 'un/el' and others 'una/la' - term noun gender</li> <li>• Plural definite and articles 'los', 'las'</li> <li>• Understand what a possessive adjective is in English</li> </ul>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Difference between definite and indefinite articles</li> <li>• Nouns in Spanish have genders</li> <li>• Impact of the gender of a noun on its determiners</li> <li>• Basic rules of adjectival agreement in Spanish (masculine and feminine, singular)</li> </ul>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the term 'personal/ subject pronoun' in English</li> <li>• Understand the term 'infinitive'</li> <li>• Understand that verbs change (conjugate) depending on the active participant</li> <li>• High frequency first person singular verbs</li> </ul>

				<ul style="list-style-type: none"> <li>• Locate the article or determiner with a noun</li> <li>• Connectives – and, because</li> <li>• Singular indefinite articles</li> <li>• Beginning to recognise difference between noun genders (some take un, others take una)</li> <li>• Recognise that plurals take different determiners – los/las</li> <li>• Begin to introduce the term “noun gender”</li> <li>• Use the high-frequency verb conjugation ‘quisiera’</li> <li>• Notice the placement of the ¿ symbol in questions</li> <li>• What are infinitive verbs?</li> <li>• Modal verb + infinitive verb sentence structure</li> <li>• Negative modal verb + infinitive verb sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Forming noun plurals</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Identify masculine and feminine singular and plural nouns.</li> <li>• Use the correct singular article for masculine and feminine nouns</li> <li>• Begin to recognise singular adjectival agreement for masculine and feminine nouns.</li> <li>• Singular and plural possessive pronoun ‘my’</li> <li>• Begin to use 3<sup>rd</sup> person singular high frequency verbs in present tense – he/she is, he/she has</li> <li>• Understand when to use definite and indefinite articles within a sentence.</li> <li>• Begin to understand link between infinitive and first-person verbs.</li> <li>• Using negative first-person verb form.</li> </ul>	<ul style="list-style-type: none"> <li>• First person possessive adjectives my (mi, mis)</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Lack of capital letter use with days and months.</li> <li>• Recognising lack of ordinal numbers with dates.</li> <li>• Connectives - ‘and’, ‘but’</li> <li>• Beginning to use negative verb forms - ‘no tengo’</li> <li>• Recognise and use differences in Spanish punctuation marks - ¿i</li> <li>• Begin to develop an understanding that there is not always a word-for-word translation between Spanish and English.</li> <li>• Using verb ‘hay’/‘hace’.</li> <li>• Forming a verb-noun construction and recognising no determiner or pronoun is needed.</li> <li>• 1<sup>st</sup> person verb form from infinitives.</li> <li>• Noun-adjective gender agreement using colours</li> </ul>	<ul style="list-style-type: none"> <li>• Rules for adjectival agreement</li> <li>• Basic possessive adjectives</li> </ul> <p><b>New learning</b></p> <ul style="list-style-type: none"> <li>• Conjunctions – because, and, but, however.</li> <li>• Position of conjunction and supporting phrase within a sentence.</li> <li>• Learn whole verb present tense conjugation for verbs estudiar, ir</li> <li>• Begin to explore the use of infinitive verb forms to give instructions</li> <li>• Recognise that subject pronouns are usually omitted from verb phrases.</li> <li>• Understand that verb endings will signify who is completing the action.</li> <li>• Consolidate noun-adjective agreement for gender and singular or plural.</li> <li>• Consolidate adjective positioning within a sentence.</li> </ul>
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				<ul style="list-style-type: none"> <li>Using positive and negative verb form “hay/no hay”</li> <li>Identify the upside-down question mark when it is used to introduce questions.</li> <li>Plural definite and indefinite articles including conversion from singular to plural</li> </ul>	<ul style="list-style-type: none"> <li>including placement of the adjective after the noun.</li> <li>Begin to recognise whole-verb conjugations (llevar)</li> <li>Explore and begin to use 3<sup>rd</sup> person present tense verb form – from crecer, vivir – including the infinitive.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and consolidate grammar rules covered in early and intermediate units, focusing on adjectives and HF verbs ser and tener.</li> <li>Begin to explore near future tense using voy + infinitive.</li> </ul>
Speaking and Listening			<ul style="list-style-type: none"> <li>Recognise familiar words and short phrases when spoken.</li> <li>Listen to and appreciate short stories, rhymes and songs.</li> <li>Pronounce individual letter sounds accurately. Listen and repeat new vocabulary with accurate pronunciation.</li> <li>Blend letters into common letter strings when pronouncing words.</li> <li>Communicate with others using simple words and taught phrases.</li> <li>Begin to reproduce correct stress</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer passages and begin to pick out key words and phrases we already know to help us understand the overall meaning.</li> <li>Pick out parts of a text we have listened to in order to</li> <li>Ask and answer questions using taught vocabulary.</li> <li>Incorporate negative replies if and when required.</li> <li>Innovate using sentence stems.</li> <li>Reproduce the correct stress within many words when given an aural model.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively across longer passages.</li> <li>Use decoding skills to begin to clarify the meanings of new words from context.</li> <li>Answer questions about a text we have listened to.</li> <li>Communicate on a wider range of topics and themes.</li> <li>Remember and recall a range of vocabulary with increased confidence and spontaneity.</li> <li>Use accents to read many words with the correct stress independently</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer texts and more authentic foreign language material.</li> <li>Learn to pick out cognates and familiar words and listen for the overall meaning of a text, even when hearing language which has not been directly taught.</li> <li>Respond to a text we have listened to, showing agreement or disagreement and begin to express opinions about what we have heard.</li> <li>Recall previously learnt language and incorporate this into sentences with new language with</li> </ul>

				<p>within words when given an aural model.</p>	<ul style="list-style-type: none"> <li>• Present a group developed presentation to others.</li> </ul>		<p>increased spontaneity.</p> <ul style="list-style-type: none"> <li>• Engage in short conversations on familiar topics.</li> <li>• Expand opinions given in replies by giving a reasons and justifications.</li> </ul>
Reading				<ul style="list-style-type: none"> <li>• Read and recognise individual words with and without oral cues.</li> <li>• Read taught words and short phrases accurately, understanding the meaning of individual words in English.</li> <li>• Apply taught phonics accurately when reading new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud short pieces of text, applying taught phonics securely.</li> <li>• Understand most of what is read when using familiar taught language.</li> <li>• Begin to apply contextual clues to understand the overall meaning when reading.</li> <li>• Sequence sections of text from a longer story.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand longer passages in Spanish.</li> <li>• Begin to decode the meanings of some unknown words, using context clues and cognates.</li> <li>• Answer questions about a longer piece of text.</li> <li>• Increase our knowledge of phonemes and letter strings, applying these to read aloud more accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of all phonics with increasing confidence and accuracy, beginning to apply stress accurately when reading aloud.</li> <li>• Use bilingual dictionaries to decode some new vocabulary.</li> <li>• Respond to written texts, beginning to give thoughts and opinions.</li> </ul>
Writing				<ul style="list-style-type: none"> <li>• Write individual words using phonic knowledge. Form special letters accurately e.g. ñ.</li> <li>• Write simple sentences using given phrases and models, making simple changes.</li> <li>• Begin to make decisions about word order.</li> </ul>	<ul style="list-style-type: none"> <li>• Write words and simple phrases accurately using phonic knowledge.</li> <li>• Begin to form longer, more interesting sentences using a presented structure.</li> <li>• Begin to include simple connectives/</li> </ul>	<ul style="list-style-type: none"> <li>• Write short paragraphs based on familiar topics.</li> <li>• Incorporate connectives/ conjunctions, negative forms and adjectival agreement to develop own sentences where appropriate.</li> <li>• Begin to manipulate language presented</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short text using language from a variety of taught units.</li> <li>• Adapt models provided to demonstrate understanding of any grammar covered.</li> <li>• Begin to incorporate conjugated verbs.</li> <li>• Securely use connectives/</li> </ul>

					conjunctions and negative forms where appropriate.	in models, innovating with some substitutions of words for suitable alternatives.	conjunctions, adjectives and possessive adjectives.
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