



Spanish Progression Document 2026

Years 3 to 6

Spanish enables pupils to communicate with increasing confidence, notice how another language works and develop curiosity about Spain and the wider Spanish speaking world.

National Curriculum languages programme of study

The Key Stage 2 National Curriculum requires pupils to make substantial progress in one language. Teaching should balance spoken and written language and lay foundations for further language learning at Key Stage 3. The Primary Languages Network sequence revisits and develops all twelve attainment targets.

Attainment target	How the PLN sequence builds it
1 Listen attentively and show understanding by joining in and responding.	Routines songs stories and increasingly detailed listening
2 Explore patterns and sounds through songs and rhymes and link spelling sound and meaning.	Explicit sound spelling links and pronunciation practice
3 Engage in conversations ask and answer questions express opinions respond and seek help.	Partner exchanges surveys role plays and classroom questions
4 Speak in sentences using familiar vocabulary phrases and basic structures.	Progression from words to phrases linked and extended sentences
5 Develop accurate pronunciation and intonation when reading aloud or using familiar language.	Native speaker models phoneme spotting reading aloud and feedback
6 Present ideas and information orally to a range of audiences.	Performances descriptions role plays and short presentations
7 Read carefully and show understanding of words phrases and simple writing.	Progression from labels to sentences and longer passages
8 Appreciate stories songs poems and rhymes in Spanish.	Regular stories poems songs celebrations and cultural texts
9 Broaden vocabulary and understand new words including through dictionary use.	Cognates context word roots and independent dictionary use
10 Write phrases from memory and adapt them to create new sentences.	Supported models memory writing and adaptation
11 Describe people places things and actions orally and in writing.	Descriptions of self family animals places clothes homes and experiences
12 Understand basic Spanish grammar including gender adjective agreement and common verb patterns.	Noun gender and number adjective agreement questions conjunctions and verbs

Spanish progression sequence

Pupils follow one Primary Languages Network stage each year. Every stage contains six half term units and returns to personal information questions opinions descriptions numbers and cultural knowledge with increasing challenge.

Year and stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Stage 1	A new start	Calendar and celebrations	Animals I like and don't like	Carnival and using numbers	Fruits, vegetables, hungry giant story	Going on a picnic
Year 4 Stage 2	Welcome to school	My town, your town	Alien family and faces	Moving our bodies	At the doctors and jungle animals	Summertime
Year 5 Stage 3	Me and my friends at school	Time in the city	At the market	Clothes	Out of this World	Going to the seaside
Year 6 Stage 4	This is me!	Homes and houses	Sports	My best day ever	Tapas culture	Let's celebrate

Cumulative design

Stage 1 begin	Stage 2 revisit and develop	Stage 3 revisit and extend	Stage 4 apply and sustain
Familiar words short phrases sounds questions and copied writing.	Sentence detail instructions descriptions role play and modelled writing.	Linked sentences reasons opinions dictionary use and short presentations.	Simple conversations longer passages and a connected written text.

Progression in listening, speaking, reading and writing

Stage and year	Listening	Speaking	Reading	Writing
Stage 1 Year 3	Understand a few familiar spoken words and phrases.	Say or repeat a few words and short phrases so a sympathetic listener can understand.	Recognise and read aloud a few familiar words and phrases.	Write or copy a few simple words or symbols as an emerging writer.
Stage 2 Year 4	Understand familiar spoken phrases and listen for specific words and phrases.	Ask and answer simple questions give basic information and pronounce familiar and some new words accurately.	Understand simple written phrases and match sounds to familiar written words.	Spell familiar words and phrases and write simple sentences with limited mistakes.
Stage 3 Year 5	Understand main points from a series of spoken sentences sometimes with repetition.	Ask and answer questions express opinions and take part in prepared role plays and presentations.	Understand main points in a short passage use a dictionary and apply phonic knowledge.	Write two or three short sentences and show awareness of noun adjective and present tense patterns.
Stage 4 Year 6	Understand main points and some detail from a short passage using familiar language.	Take part in a simple conversation express opinions and use generally accurate pronunciation.	Understand main points and opinions in a longer passage and use a dictionary.	Write a short text using nouns adjectives and common present tense verbs with growing accuracy.

Progression in phonics, grammar and language learning

Sound spelling grammar and language learning strategies are taught within meaningful units and revisited across each year.

Stage and year	Phonics and pronunciation	Grammar and sentence building	Independent language learning
Stage 1 Year 3	Notice key sounds and silent letters imitate native speakers and link sounds to print.	Recognise nouns explore number and gender use question intonation and build from a model.	Use actions songs games and language links to remember and take safe risks.
Stage 2 Year 4	Match sounds to familiar words and pronounce familiar and some unfamiliar words accurately.	Classify nouns use singular and plural position adjectives use commands and first person ser and tener.	Use context memory strategies and early dictionary work to adapt a model.
Stage 3 Year 5	Apply sound spelling knowledge when reading aloud and decoding vocabulary.	Use conjunctions extended sentences opinions reasons adjective agreement and present tense patterns.	Use bilingual dictionaries identify word roots rehearse edit and present short outcomes.
Stage 4 Year 6	Read and speak familiar language with generally accurate pronunciation and intonation.	Combine nouns adjectives connectives and verbs manipulate questions and write linked sentences.	Retrieve across stages select reference tools infer meaning and improve sustained outcomes.

Cultural understanding

Cultural learning is woven through the sequence. Pupils encounter school life towns cities markets festivals food homes sport weather maps and places in Spain. They compare experiences respectfully avoid stereotypes and recognise that Spanish is used in many communities around the world.

Year 3 Stage 1 curriculum progression

Begin to communicate familiar words short phrases and simple questions while building sound spelling awareness.

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Autumn 1 A new start	•Greetings •farewells •Ask and answer question: name •feelings •Explore numbers 0-10	•Say a greeting •Respond to a question about name or feelings •Attempt a question - name or feelings •Remember some numbers between 0-10 •Say at least 4 colours	Silent letters, H, Pronunciation of letters, j, z, v, Sound spelling, uy	•Intonation when asking a question	•Listen and respond •Speak or role play •Read and understand •Write or adapt
Autumn 2 Calendar and celebrations	•Colours •Commands in class •Days of week •Months of year •Culture: Christmas	•Read and say some adjectives of colour •Recognise and say a day of week •Attempt to copywrite accurately a day of week •Recognise and say most months •Attempt to write accurately an important month of year	Silent letters, h, Pronunciation, j, v, Sound spelling, ao, me	•Intonation when asking a question	•Listen and respond •Speak or role play •Read and understand •Write or adapt
Spring 1 Animals I like and don't like	•Animals (pets) nouns •What is it? •My favourite animal is ... •Story: Animals I see when I walk to school	•Remember and say animal nouns •Write a simple sentence about a favourite animal •Recognise a noun in a sentence	Stress on letters, à, Pronunciation, v, j, z, Sound spelling, rr	•Identify a noun •Aware of plural nouns •Nouns using indefinite article "a" (un una)	•Listen and respond •Speak or role play •Read and understand •Write or adapt

Year 3 Stage 1 curriculum progression continued

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Spring 2 Carnival and using numbers	•Revisit numbers 0-11 •Revisit colours •Ask and answer "How old are you?" •Read and write dates in Spanish •Participate in a simple dialogue (name, feelings, age)	•Recall numbers 0-11 •Recall personal info questions from Autumn 1 •Say age •Recall some months of year •Recall some days of week	Pronunciation of letters letters, j, g, v, z, Sound spelling, ce, cu	•Intonation when asking a question •Forming a question in Spanish •Forming the date in Spanish	•Listen and respond •Speak or role play •Read and understand •Write or adapt
Summer 1 Fruits, vegetables, hungry giant story	•Fruits and vegetable nouns •Numbers 0-11 •Colours •I want •I would like ...	•Understand and say fruit •veg nouns •Recall numbers 0-15 •Count fruits •Understand, enjoy, join in with story and board game	Silent letters, h, Sound spelling, za, ia	•Polite requests •Singular and plural nouns	•Listen and respond •Speak or role play •Read and understand •Write or adapt
Summer 2 Going on a picnic	•Food and drink for a picnic nouns •Story: going on a picnic •Culture: Map and places - in Spain •Where do you live? •I live in ...	•Aliens in Spain •Language Puzzle •Identify and understand familiar colours in a sentence •Remember and say familiar colours •Understand and join in with a story	Silent letters, h, Pronunciation of letters, z, v, Sound spelling, gua, ll	•Polite requests •Singular and plural nouns •Asking a question accurately	•Listen and respond •Speak or role play •Read and understand •Write or adapt

Year 4 Stage 2 curriculum progression

Revisit core language and develop sentence building instructions descriptions and purposeful role play.

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Autumn 1 Welcome to school	- Recall personal information questions and answers - Recall 0-10 and some classroom instructions - Say and read numbers 10-20 - Recall days and months - Names of areas	- answer several questions about themselves - ask several questions about a friend - understand and respond to classroom instructions - recall days of week - recall months of year	je, a, me, ch, io, aos, ce, ci	Masculine and feminine singular nouns	- Listen and respond - Speak or role play - Read and understand - Write or adapt
Autumn 2 My town, your town	- Revisit - extend colours - Revisit - extend classroom commands - Commands of movement and direction	- Listen and respond accurately to sequence of commands - Communicate simple instructions - Recognise and read places in town nouns - Ask and respond appropriately to where something is	ci, ería, cia, van, sien, au, io, ne	Classify masculine and feminine singular nouns	- Listen and respond - Speak or role play - Read and understand - Write or adapt
Spring 1 Alien family and faces	- Culture: Epiphany in Spain - Family member nouns - Recall personal information - Parts of the face nouns - Simple sentences using numbers and face part nouns	- Remember and say nouns for members of family - Recognise, understand and say parts of face nouns - Write a simple sentence with a number and a face part noun	za, ja, jo, á	- Practise masculine and feminine nouns, singular and plural - Explore plural nouns in Spanish - Practise - use first person singular of verbs to have and to be (ser)	- Listen and respond - Speak or role play - Read and understand - Write or adapt

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Spring 2 Moving our bodies	•Revisit face part nouns •Body parts nouns •Movement commands •Use of " I have" with physical descriptions in Spanish •Generate simple sentence descriptions, adjective and nouns, to describe an alien	•Recognise and use accurately body part nouns •Understand simple descriptive sentence about body parts with colour adjectives and size adjectives •Say and write simple sentence about for a physical description •Follow a simple sequence of physical movement commands •Communicate a simple sequence of physical movement commands	hom, llas, ie, gi, z, os, jo, ja	•Practise Spanish verbs as commands •Explore use of plural nouns •Explore use of singular nouns, •Practise using colours as adjectives with nouns in Spanish	•Listen and respond •Speak or role play •Read and understand •Write or adapt
Summer 1 At the doctors and jungle animals	•Recall body parts nouns •Explaining how something hurts •Ask the question "What is wrong?" •At the doctors' roleplay •Jungle animal nouns	•Recall body part nouns •Explain what hurts and how feeling •Take part in at the doctors' roleplay •Identify jungle animal nouns •Remember jungle animal nouns	ji, gre, pien, que, due, sien, ci, bie	•Revisit intonation when asking a question •Using adjectives to describe a noun in Spanish	•Listen and respond •Speak or role play •Read and understand •Write or adapt

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Summer 2 Summertime	• Weather statements • Weather question • Ice cream flavours • Buying an ice cream dialogues • Ice creams- I love, like, dislike	• Read and understand 3 simple sentences about the weather • Say and write 3 simple sentences about the weather • Understand some ice cream flavours • Participate in a 'buy an ice cream' roleplay	ha, ce, vien, hay, llo, van, he, favo	• Can ask for an item politely • Asking a question accurately	• Listen and respond • Speak or role play • Read and understand • Write or adapt

Year 5 Stage 3 curriculum progression

Extend sentences give reasons and opinions use dictionaries and prepare short presentations.

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Autumn 1 Me and my friends at school	- Recall personal information questions and answers - Introduce myself - Introduce another person - Talk about feelings- use of verb "estar" with feelings	- Say an extended sentence about how feeling with a reason - Say a 3rd person singular sentence with details about someone else - recognise and say at least 5 school subjects - say and write an extended opinion about a school subject using a like - dislike verb	ham, geo, ción, z, i, v, que, ll	- Conjunctions - Extended sentences - Verbs of opinion - 1st 2nd person singular	- Listen and respond - Speak or role play - Read and understand - Write or adapt - Present or create
Autumn 2 Time in the city	- Recall familiar places in town - shops nouns - Places and nouns for places in a city - Simple directions around town - city	- Understand at least 5 places in the city - town nouns - Say and write a simple sentence to describe what is in a town - city - Say and write the nouns for souvenirs	qui, iz, ci, oo, guo, er, ñ, an	Write simple present tense descriptive sentences using nouns and adjectives	- Listen and respond - Speak or role play - Read and understand - Write or adapt - Present or create

Spring 1 At the market

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| <ul style="list-style-type: none"> • Recall nouns for fruit and vegetables • Extend knowledge of fruits and vegetables • Culture: Euros • Culture: Markets in Spain • Likes, dislikes and preferences | <ul style="list-style-type: none"> • Remember and say familiar fruit • veg nouns • Identify cognates and semi cognates (fruit) • veg nouns) • Say some numbers between 0 and 100 | lla, za, horia, ie, ei, ura, uta, ita | <ul style="list-style-type: none"> • Consolidate understanding of masculine and feminine nouns, singular and plural • Commands • Practise question words and forming a question in Spanish | <ul style="list-style-type: none"> • Listen and respond • Speak or role play • Read and understand • Write or adapt • Present or create |
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Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Spring 2 Clothes	•Clothes nouns •Verb: to wear in Spanish •Adjectives of size and colour •School clothes descriptions •Fancy dress	•Identify and understand clothes nouns •Can say nouns for clothes accurately •Can read and understand descriptive sentences about clothes •Can use nouns and adjectives accurately to create descriptive sentences •Can use parts of the verb to wear to write simple clothes descriptions	jer, za, sey, da, lle, v, au, ey	•Consolidate understanding of masc •fem nouns in Spanish •Consolidate position and agreement of familiar adjectives with nouns in Spanish •Question words	•Listen and respond •Speak or role play •Read and understand •Write or adapt •Present or create
Summer 1 Out of this World	•Personal identity nouns •Questions and answers about ID •Planets in Spanish •Adjectives to describe the planets •Recall familiar language from range of topics to create an imaginary planet	•Understand information on a simple ID card •Ask and answer details about identity •Recognise planets in target language •Use adjectives accurately to describe planets •Read and understand simple facts about the planets	Revisit key sounds	•Consolidate understanding of masc •fem nouns in Spanish •Consolidate position and agreement of familiar adjectives with nouns in Spanish •Question words	•Listen and respond •Speak or role play •Read and understand •Write or adapt •Present or create

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Summer 2 Going to the seaside	• Beach bag item nouns • Sentence starters • You can + verbs as infinitives about activities at the seaside • Conjunctions • Opinions and reasons	• Understand and say nouns for beach bag items • Use sentence starters to create a sequence of sentences • Use "you can" + infinitive of a verb to create a persuasive sentence • Say • write extended sentences to describe a day at the seaside	lla, ña, re, pla, pue, cre	• Consolidate position • agreement of adjectives with nouns in Spanish • Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns. Conjunctions • Explore use of modal verb + infinitive for persuasive sentences	• Listen and respond • Speak or role play • Read and understand • Write or adapt • Present or create

Year 6 Stage 4 curriculum progression

Apply prior language in conversations and longer outcomes understand more detail and write connected texts.

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Autumn 1 This is me!	- Recall personal information questions and answers - Revisit and extend "talk" about myself and my feelings - Adjectives to describe personality and physical appearance - Jobs and professions nouns	- Participate in brief conversations about themselves and others - Understand and use several adjectives about personality - Understand and write several sentences about their personality and physical appearance - Use strategies to decipher unknown words and phrases including using a bilingual dictionary	qui, jos, or, ora, oy, ue, vo, ien	- Conjunctions - Extended sentences - Adjectives to describe personality and physical appearance - Adverbs	- Listen and respond - Speak or role play - Read and understand - Write or adapt - Present or create
Autumn 2 Homes and houses	- House and home nouns - Culture: Mondrian's house and furniture - Adjectives to describe the house - Prepositions of place - Culture: Castles in Spain	- Understand brief descriptions of items in a house - Use a sequence of simple sentences with nouns and adjectives to describe a house - Ask and answer where something is, using prepositions of place	ha, ci, jar, que, ño, ca, ve, ón	- Consolidate: adjectives of colour and size- agreement and position with nouns - Consolidate - singular and plural nouns - Prepositions of place	- Listen and respond - Speak or role play - Read and understand - Write or adapt - Present or create

Spring 1
Sports

- Sports nouns
- Cognates and semi cognates
- Likes, dislikes and preferences
- Opinions about sports
- Culture: football in Spain

- Say and write nouns for sport
- Identify cognates and semi-cognates
- Express a like
- Dislike of a sport
- Identify and attempt to use parts of the present tense of jugar

ción, ces, gim, ba, bai, ci, on, rr

- Identify cognates and semi-cognates
- Use of jugar and hacer with sports
- Regular present tense conjugation of verb: jugar
- Sentences to express likes, dislikes preference with conjunctions and opinions

- Listen and respond
- Speak or role play
- Read and understand
- Write or adapt
- Present or create

Year 6 Stage 4 curriculum progression continued

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Spring 2 My best day ever	•Funfair ride nouns •Likes, dislikes, preferences •Opinions and adjectives for rides •Cognates and semi-cognates •Descriptions of a theme park	•Understand information about a theme park •Describe funfair rides in simple sentences •Express opinions of rides in extended sentences using conjunctions and adjectival phrases •Say a simple statement about favourite things •Write a simple statement about favourite things	yu, me, y, za, llas, sión, ria, ido	•Identifying cognates •semi cognates •Consolidate use of adjectives with nouns in Spanish •Conjunctions to extend sentences	•Listen and respond •Speak or role play •Read and understand •Write or adapt •Present or create
Summer 1 Tapas culture	•Tapas nouns •Asking for tapas •Opinions of tapas •Create tapas menu •Order tapas politely	•Understand a target language menu •Express opinions about a range of tapas •Ask for tapas politely •Participate in short roleplays •Understand and create a conversation at the tapas bar	que, lla, zo, qui, ci	•Consolidate understanding of how to use verbs to express likes and dislikes •Revisiting and extending polite requests and transactions •Opinions to express like •dislike	•Listen and respond •Speak or role play •Read and understand •Write or adapt •Present or create

Half term and unit	Core language and context	Key performance indicators	Phonics	Grammar	Evidence
Summer 2 Let's celebrate	•Revisit and extend roleplay language to create a café sketch and performance •Nature nouns (nature trail scavenger hunt) •Recall language from prior learning to generate individual read all about it documents- personal info •sports	•Use a word reference tool and comprehension strategies to access unfamiliar language •Compile over time and write a sequence of short texts to describe themselves and the things they like	v, ñ, hi, ho	•Consolidate understanding of how to use verbs to express likes and dislikes •Revisiting and extending polite requests and transactions •Opinions to express like •dislike	•Listen and respond •Speak or role play •Read and understand •Write or adapt •Present or create

Transition to Key Stage 3

By the end of Year 6 pupils should share information about familiar topics take part in a simple conversation understand main points and some detail use a bilingual dictionary and create a short text using nouns adjectives and common present tense verbs. Transition information should identify the stage completed strengths across the four core skills and areas requiring support.

Appendix source documents and implementation checks

Primary Languages Network source documents used

- Spanish Scheme of Work overview 2.0 for Video2Teach and Click2Teach 2.0
- Spanish Long Term Plans Stages 1 2 3 and 4
- Progress over Key Stage 2 in the four core skills
- DfE attainment targets unit map
- A New Start medium term plan and Spanish knowledge organiser
- Primary Languages Network sample school policy

Subject leader implementation checks

Check	Evidence to look for	Possible follow up
Sequence	Correct stage and half term unit with deliberate retrieval.	Check planning and pupil recall.
Core skills	Listening speaking reading and writing across the unit.	Avoid over reliance on written worksheets.
Phonics	Native speaker models and sound spelling links.	Model and rehearse focus sounds.
Grammar	Pupils build and adapt sentences.	Identify the sentence structure in planning.
Culture	Accurate respectful content linked to language.	Use PLN sources and avoid stereotypes.
Assessment	Puzzle It Out and ongoing evidence shape teaching.	Moderate manageable examples.
Inclusion	Scaffolds support access without lowering purpose.	Review visuals gestures rehearsal and stems.
Transition	Year 6 outcomes shared with secondary colleagues.	Share stage and independent examples.

Staff use

Staff should use this progression document alongside current Primary Languages Network lesson resources and assessment materials. If PLN updates a unit the subject leader should check the matching half term row while retaining the cumulative intent core skill expectations and National Curriculum coverage.