



Languages (Spanish) Knowledge Progression



Early Years Foundation Stage Requirements

Communication and Language: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role-play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Early Learning Goal: Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

National Curriculum Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

National Curriculum Requirements

Key stage 2

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
- 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.

The starred (*) content above will not be applicable to ancient languages.

READ FLUENTLY		YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
	Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in Spanish.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in Spanish when it is based on familiar language.	Understand longer passages in Spanish and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
	MILESTONE 2			MILESTONE 3	
	This concept involves recognising key vocabulary and phrases	<ul style="list-style-type: none"> Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words. 		<ul style="list-style-type: none"> Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials. 	

SPEAK CONFIDENTLY		YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
	Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
	Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
	MILESTONE 2			MILESTONE 3	
	This concept involves using key vocabulary and phrases to verbally communicate ideas.	<ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. 		<ul style="list-style-type: none"> Understand the main points and opinions in spoken passages. Give a short prepared talk that includes opinions. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests. Vary language and produce extended responses. Be understood with little or no difficulty. 	

WRITE IMAGINATEIVELY	YEAR THREE		YEAR FOUR		YEAR FIVE		YEAR SIX	
	Writing	Write familiar words & short phrases using a model or vocabulary list. E.g., 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. e.g., My name, where I live and my age.		Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. e.g., My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.		Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. e.g., A presentation or description of a typical school day including subjects, time and opinions.	
	MILESTONE 2				MILESTONE 3			
	This concept involves using key vocabulary and phrases to write ideas.	<ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. 			<ul style="list-style-type: none"> Write short texts on familiar topics. Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). Use dictionaries or glossaries to check words. 			

GRAMMAR	YEAR THREE		YEAR FOUR		YEAR FIVE		YEAR SIX	
	Grammar	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs e.g., 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (e.g., 'the', 'a' or 'some'). Introduce simple adjectival agreement (e.g., adjectival agreement when describing nationality), the negative form and possessive adjectives. e.g., 'In my pencil case I have...' or 'In my pencil case I do not have...'		Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g., definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (e.g., 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g., 'My blue coat'.		Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (e.g., which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. e.g., 'to go', 'to do', 'to have' and 'to be'.	

UNDERSTANDING CULTURE	YEAR THREE		YEAR FOUR	YEAR FIVE	YEAR SIX
	MILESTONE 2			MILESTONE 3	
This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.	<ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country. 			<ul style="list-style-type: none"> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 	