

Haydon Abbey School and Pre-School
Progression of Skills in Spanish from EYFS to Year 6



Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of the world and other cultures.	Children will: - Understand what language is; - Identify languages spoken in the class; - Understand where Spain is and where Spanish originates from; - Explore key cultural/national traditional.	At the very start of the year, children will: - Recap what language is and that we speak Spanish at Haydon Abbey. - Recap where Spanish originates from.	At the very start of the year, discuss: - The different languages spoken at Haydon Abbey. - Identify similarities and differences and discuss the importance of respecting all languages and cultures.	At the start of the year, in 'I am Speaking Spanish', children will: - Learn about Spanish speaking countries. - Learn about Spanish culture and traditions: food, famous people, landmarks etc. - Explore the geography of Spain.	At the start of the year, children will: - Identify similarities and differences between their culture and others. - Have awareness of the Spanish Festival, San Fermin. - Understand the importance of respecting other cultures and traditions.	At the start of the year, children will: - Respect and understand cultural diversity. - Understand how pictures, symbols and objects represent a country's identity.	At the start of the year Children will: - Begin to discuss topical issues in Spain (eg: famine, poverty, religion, war). - To explore Spanish culture including the Feliz Navidad Christmas festival.
Speaking	Children will: - Learn simple, familiar Spanish words. - Learn simple greetings. - Learn simple colours.	Children will: - Repeat a number of key Spanish words linked to the termly topic. - Repeat words with a good level of accuracy. - Start to remember and recall a number of key words from memory.	Children will: - Repeat a number of key Spanish words linked to the termly topic. - Repeat words with a good level of accuracy. - Start to remember and recall a number of key words from memory.	Children will: - Begin to develop their pronunciation, exploring phonetic sounds. - Learn how to respond to every day questions, including key salutations. - Ask and answer every day, key questions,	Children will: - Begin to develop their pronunciation, exploring phonetic sounds. - Learn how to respond to every day questions, including key salutations. - Ask and answer every day, key questions,	Children will: - Begin to develop their pronunciation, exploring phonetic sounds. - Ask and answer every day, key questions, relevant to the them. - Respond to questions in full sentences,	Children will: - Continue to develop their pronunciation, exploring phonetic sounds. - Respond to questions in full sentences, recalling terminology from previous lessons, with

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		- Begin repeating a short phrase in Spanish (I Can unit).	- Begin repeating a short phrase in Spanish. - Begin to apply their understanding in role play scenarios. - Extend sentences with 'y' (and). - Children will begin to give a positive/negative opinion using a short phrase (Ice-creams).	- relevant to the them. - Repeat a number of key Spanish words linked to the termly topic. - Repeat words with a good level of accuracy. - Start to remember and recall a number of key words from memory. - Begin repeating a short phrase in Spanish. - Begin to give a positive/negative opinion using a short phrase. - Reinforce vocabulary by learning songs.	- relevant to the them. - Respond to questions in full sentences, recalling terminology from previous lessons. - Respond to questions with a positive or negative answer. - Begin to extend sentences with familiar terminology (eg: adverbs and and). - Begin to apply understanding into multi-sentence conversational role plays. Use word banks to support. - Use possessive adjectives. - Reinforce vocabulary by learning songs and rhymes.	- recalling terminology from previous lessons, with increasingly less prompting. - Begin to extend sentences with familiar terminology (eg: adverbs, but and and). - Respond to questions in the positive and negative form. - Begin to apply understanding into multi-sentence conversational role plays. Use word banks to support. - Use masculine, feminine, plural and possessive articles. - Recognise how the article affects the verb. - Reinforce vocabulary by learning songs and rhymes.	- increasingly less prompting. - Extend sentences with familiar terminology (eg: adverbs, but and and). - Respond to questions in the positive and negative form. - Use masculine, feminine, plural and possessive articles. - Recognise how the article affects the verb. - Ask and answer every day, key questions, relevant to the them. - Begin to apply understanding into multi-sentence conversational role plays. Use word banks to support.
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							- Start speaking in 3rd person. - Reinforce vocabulary by learning songs and rhymes.
Listening	Children will: - Listen to accurate Spanish pronunciations. - Children will listen to simple greetings and colours in Spanish.	Children will: - Constantly hear accurate punctuation of new and familiar vocabulary. - Associate the Spanish they hear with the English translation. - Match an image to a familiar word or phrase. - Hear gender articles but the meaning will not be explained.	Children will: - Constantly hear accurate punctuation of new and familiar vocabulary. - Associate the Spanish they hear with the English translation. - Select the correct option. - Match an image to a familiar word or phrase and identify when the match is incorrect. - Listen to word or short phrase and identify it in the written form. - Hear gender articles but the meaning will not be explained.	Children will: - Constantly hear accurate punctuation of new and familiar vocabulary. - Associate the Spanish they hear with the English translation. - Select the correct option. - Match an image to a familiar word or phrase and identify when the match is incorrect. - Listen to word or short phrase and identify it in the written form. - Understand the concept of gender and hear gender articles but the meaning	Children will: - Constantly hear accurate punctuation of new and familiar vocabulary. - Begin to extend vocabulary introduce in previous years. - Associate the Spanish they hear with the English translation. - Listen to a phrase or passage and match or select answers. - Listen to a short phrase and identify it in the written form. - Introduce adjective-agreement and identify the masculine or	Children will: - Constantly hear accurate punctuation of new and familiar vocabulary. - Associate the Spanish they hear with the English translation. - Listen to a phrase or passage and match or select the written form. - Listen to a longer phrase and identify it in the written form/respond to questions. - Listen and identify masculine and feminine articles.	Children will: - Constantly hear accurate punctuation of new and familiar vocabulary. Vocabulary will be recalled from past units and interwoven into sentences. - Associate the Spanish they hear with the English translation. - Listen to a phrase or passage and match or select the written form. - Listen and identify the positive and negative form of a sentence.

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				- will not be explained. - Hear the difference between singular and plural articles. - Begin to hear a positive/negative opinion using a short phrase. - Children will listen to a longer passage of text and summarise understanding.	- feminine adjective. - Hear the difference between singular and plural possessive articles. - Identify possessive adjectives.	- Identify the positives and negatives in a sentence.	- Listen to masculine, feminine, plural and possessive articles. - Recognise how the article affects the verb. - Retrieve several pieces of information during a listening task. - Use a more extensive range of conjunctions.
Reading	N/A	Children will: - Begin to 'gist' read. - Associate spellings/reading with what they hear. - Hunt for words they are familiar with. - Begin to identify cognates (words with links to English terms)	Children will: - Begin to 'gist' read. - Associate spellings/reading with what they hear. - Begin to translate longer passages, including 'and' (Ice Creams)	Children will: - Begin to 'gist' read. - Associate spellings/reading with what they hear. - Reorder words to correctly build a phrase/sentence. - Read gender articles but the meaning will not be explained. - See the difference	Children will: - Associate spellings/reading with what they hear. - Order and sequence written phrases after listening to it. - Read longer passages, identifying familiar terminology and translate a	Children will: - Associate spellings/reading with what they hear. - Listen and identify masculine, feminine and plural articles. - Read longer passages, identifying familiar terminology and translate a	Children will: - Read allowed using increasingly accurate phonetic punctuation. - Read longer passages, identifying familiar terminology and translate a longer passage into English. The themes will be more

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				between singular and plural articles. - Begin to translate longer passages (Little Red Riding Hood).	longer passage into English. - Use word banks to support speaking tasks. - Introduce adjective-agreement and identify the masculine or feminine adjective. - See the difference between singular and plural possessive articles. - Read possessive adjectives. - Identify positives and negative responses.	longer passage into English. - Use word banks to support speaking tasks. - Read longer passages and identify positive and negative statements. - Read a longer passage of text and respond to simple comprehension questions. - Recognise how the article affects the verb. - Explore word order: the position of an adjective in a sentence and adjective-agreement. - Read and identify articles, including possessive plurals. - Use a dictionary to check unfamiliar meanings.	authentic passages of texts. - Children will begin to sequence, order and summarise what they have read. - Read a longer passage of text and respond to simple comprehension questions. - Read and identify articles, including possessive plurals. - Use a dictionary to check unfamiliar meanings. - Read masculine, feminine, plural and possessive articles. - Recognise how the article
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							affects the verb.
Writing	N/A	N/A	Children will: - Begin to use a word bank to copy familiar words and phrases. - Begin to associate words with familiar images. - Begin to fill in key missing letters in familiar nouns and articles, associating writing with what they have heard, spoken and read.	Children will: - Begin to use a word bank to copy familiar words and phrases. - Begin to associate words with familiar images. - Begin to fill in key missing letters in familiar nouns and articles, associating writing with what they have heard, spoken and read. - Begin to spell familiar words from memory.	Children will: - Begin to fill in key missing letters in familiar nouns and articles, associating writing with what they have heard, spoken and read. - Begin to write whole words to complete a phrase or sentence. - Begin to write longer phrases and sentences, using word banks. - Use possessive adjectives.	Children will: - Apply phonetic understanding to spelling. - Fill in missing letters in familiar nouns and articles. - Apply listening skills and knowledge of phonics to write whole words unprompted. - Begin to write longer phrases and sentences, using word banks. - Write an appropriate verb ending to agree with the article. - Explore word order: the position of an adjective in a sentence and adjective-agreement.	Children will: - Apply phonetic understanding to spelling. - Begin to write longer phrases and sentences, using word banks. - Fill in missing letters in familiar nouns and articles. - Use a dictionary to check spelling and gender. - Write articles, including possessive plurals. - Give justifications for their opinions. - Begin to understand the irregular verb conjunction.

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						- Write articles, including possessive plurals. - Begin to use a dictionary to check spelling.	
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