



Modern Foreign Language (MFL) Spanish Knowledge and Skills Progression Map

Year group /Expected level	Spanish Knowledge & Key Vocabulary	Speaking	Listening
Nursery	• Greetings & Me – Saludos y yo • Head, shoulders, knees and feet – Cabeza, hombros, rodillas y pies • Transport – El transporte	• Can answer their name and gesture how they are feeling • Can sing along with occasional words of well-known songs - numbers, body parts	• Can understand numbers 1-3 • Can understand familiar instructions
Reception	• Greetings & Me – Saludos y yo • My body • Transport – El transporte	• Can greet each other • Can answer how old they are • Can count 1 to 5 • Can repeat individual nouns – body parts, transport	• Can understand numbers 1-5 • Can understand, greetings, primary colours and familiar parts of body and transport. • Can respond to simple familiar songs
Year 1	• My family • My face & body • Jungle animals (build on counting skills)	• Can exchange simple familiar greetings, eg. Hola, buenos días • Can sing along with repeated phrases of well-known songs • Can say the month of their birthday • Can count to 1-10 • Can join in with key words from repetitive stories read aloud	• Can respond to simple, known songs with gestures eg head, shoulders, knees and toes to show understanding • Can respond with actions to simple vocabulary, eg. family members, numbers, weather • Can understand simple praise words, eg. Muy bien! Fantástico! • Can understand numbers 1-10
Year 2	• My birthday • Animals on the farm • What's the weather?	• Can exchange simple familiar greetings and questions, eg. ¿Cómo te llamas? ¿Cuánto años tienes? • Can respond to a variety of known and new songs with gestures to show understanding • Can say the month of their birthday • Can correctly say at least 5 colours • Can count 1-31 • Can repeat key phrases and identify letter sounds.	• Can identify whether known phrases correspond to pictures. • Can respond to rehearsed questions with visual prompts • Can understand simple classroom commands, eg. Levantaros, sentaros, formar una linea

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Year 3 <i>For information on the purpose of study & attainment targets please refer to the National Curriculum</i>	• All about Me / Todo sobre mi (building on prior knowledge in EYFS and KS1). • Portrait of myself - Retratos • Weather, Seasons & Clothes – El tiempo, las estaciones y la ropa (building on Y2)	• Repeat words modelled by a teacher; listen and show understanding of single words through physical response. • Name objects and actions and link words with a simple connective. • Name nouns and present a rehearsed simple statement.	• Recognise a familiar question and respond with a simple rehearsed response. • Listen and identify rhyming words and particular sounds in songs and rhymes	• Identify individual sounds in words and pronounce accurately; start to recognise the sounds of some letter strings. • Read and show understanding of familiar single words. • Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.	• Write and say simple familiar words to describe people, places, things and actions using a model. • Write single familiar words from memory with understandable accuracy	• Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives. • Be aware of similarities in English.
End of sequences learning questions • Can you describe your family? • Can you describe yourself? • Can you describe the weather in different seasons and the clothes you wear?						

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Year 4 <i>For information on the purpose of study & attainment targets please refer to the National Curriculum</i>	School and subjects – El colegio y las asignaturas Let's Go – Vamonos (building on EYFS transport) Shopping – La compra	- Ask and answer several simple and familiar questions with a rehearsed response. - Use familiar vocabulary to say simple sentences using a language scaffold. - Make simple rehearsed statements about themselves, objects and people.	- Listen and show understanding of short phrases through physical response. - Listen and identify words in songs and rhymes and demonstrate understanding.	- Read and recognise some letter strings in familiar words and pronounce when modelled; observing silent letter rules. - Read and show understanding of simple familiar phrases and short sentences. - Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words.	- Write and say a simple phrase to describe people, places, things and actions using a language scaffold. - Write simple familiar short phrases from memory with understandable accuracy.	- Name the gender of nouns; name the words for the indefinite article for both genders and use correctly. - Say how to make the plural form of nouns. - State the position of most adjectives and demonstrate use. - Make a positive sentence negative. - Construct a simple sentence with a noun, verb and adjective.
End of sequences learning questions - Can you name which subjects you like and dislike? - Can you describe how you get to school? - Can you ask for something politely in a shop?						

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Year 5 <i>For information on the purpose of study & attainment targets please refer to the National Curriculum</i>	• Free Time – El tiempo libre • My world – Mi mundo • Time & Routines – La hora y las rutinas	• Ask and answer more complex familiar questions with a scaffold of responses. • Ask for clarification and help. • Use familiar vocabulary to say more complex sentences using a language scaffold. • Use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language.	• Listen and show understanding of more complex familiar phrases and sentences. • Follow the text of familiar rhymes and songs identifying the meaning of words.	• Read and pronounce familiar words accurately using knowledge of letter string sounds; observing silent letter rules. • Read and show understanding of a complex sentence using familiar language. • Use context/prior knowledge to determine the meaning; use a bi-lingual dictionary to identify the word class.	• Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. • Write familiar complex sentences from memory with understandable accuracy.	• Explain the agreement of adjectives and nouns and demonstrate use. • Use the correct form of 3rd person singular (plural) of regular and high frequency verbs. • Construct more complex sentences, some with relative clauses.
End of sequences learning questions • Can you tell me about your hobbies and favourite sport? • Can you describe your home, your family and pets? • Can you describe your morning routine?						

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Year 6 <i>For information on the purpose of study & attainment targets please refer to the National Curriculum</i>	• The world – El mundo • Let me introduce myself – Me introduzco • The café – La cafetería	• Engage in a short conversation using familiar questions and express opinions. • Manipulate language to create and say sentence of their own choice using familiar language. • Manipulate language using a language scaffold to present their own ideas /information in more complex sentences	• Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. • Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.	• Pronounce unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules. • Read and show understanding of a series of complex sentences using familiar language. • Use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context.	• Write and say a complex sentence manipulating familiar language, using a dictionary for new language. • Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.	• Demonstrate the use, in sentences, of the knowledge of: word classes; gender of nouns, indefinite article, plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense.
End of sequences learning questions • Can you say in which continent a country can be found and identify if North, South, East or West? • Can you say what you want to be when you grow up? • Can you order your favourite food politely?						