St Patrick's Spanish Curriculum Progression

Statutory Framework for the EYFS **ELG – Communication & Language** Pupils should be taught to: ♣ listen actively and respond to simple words, phrases and questions in Spanish. ♣ show understanding of new vocabulary in how they use it throughout the day. **ELG – Understanding the World** Pupils should be taught to: ♣ explain some similarities and differences between life in this country and life in other countries. **Below, we outline how we meet and go beyond the requirements**	**There are no National Curriculum requirements to teach a Modern Foreign Language before Key Stage 2.** However, we choose to introduce our pupils to Spanish lessons from the age of 3. **Below, we outline how we meet and go beyond the National Curriculum requirements to allow children to progress throughout Key Stage 1**	**National Curriculum Subject Content for 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 languages ♣ 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. **Below, we outline how we meet and go beyond the National Curriculum requirements throughout Key Stage 2**

Key Vocabulary							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
hola, adiós (hello, goodbye) buenos días / buenas tardes, hasta luego ¿Cómo te llamas? Me llamo… (What is your name? My name is…) ¿Qué tal? Muy bien/ mal/ así, así (How are you? I am well/ bad/ OK)	¿Dónde vives? Vivo en Liverpool. excelente, regular, fatal ¿De qué color es? What colour is it? morado (purple), rosa (pink), gris (grey), marrón (brown) Sí, no (yes, no) por favor	¿Cuántos años tienes? Tengo … años (How old are you? I am … years old) bravo (well done), excelente (excellent), super estrella (superstar), muy bien (very good), fantástico (fantastic) repite / repetid (repeat), escucha(d) (listen), mira(d) (look), levantaos (stand up), sentaos (sit down), silencio (silence/	¿Tienes hermanas o hermanos? Tengo… (Do you have any brothers or sisters? I have…) ¿Qué tiempo hace? (What is the weather like?) Ven aquí (Come here) Days of the week: lunes, martes, miércoles, jueves, viernes, sábado,	¿Cómo se llama? Se llama… (What is his/ her name? He/ she is called…) ¿Cuándo es tu cumpleaños? Mi cumpleaños es el… (When is your birthday? My birthday is the…) ¿Tienes un animal / una mascota? Tengo… (Do you have a pet/ animal? I have…) Months of the year:	¿Qué hora es? (What time is it?) ¿Cuánto es? (How much is it?) Lo siento (Sorry) Perdona (Excuse me) De acuerdo (OK) ¿Puedo ir al baño? (Can [may] I go to the toilet?), No entiendo (I don't understand)	¿Qué llevas? Llevo… (What are you wearing? I am wearing…) Ayúdame por favour. (Can you help me please?) ¿Cómo se dice….en inglés/en español…? (How do you say in English/Spanish…?) Quiero….por favor (I	¿Cuántos… hay? Hay … (How many… are there? There are…) ¿Qué hay en…? Hay… (What is there in…? There is/ are…) ¿Qué significa en inglés?

rojo (red), azul (blue), amarillo (yellow), verde (green), naranja (orange), Numbers 1-5	(please), [muchas] gracias (thank you [very much]), de nada (you are welcome) Numbers 0-10	be quiet), levanta la mano (hands up), Toca la cabeza/ la nariz (Touch your head/nose) Numbers 0-20	domingo Numbers 0-50	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre ¿Te gusta…? Me gusta/n, Me encanta/n, No me gusta/n, odio… (Do you like…? I like, I love, I dislike, I hate…) Numbers 0-100	No sé (I don't know) Repite por favor (Repeat please) Numbers 0-200	would like… please) Numbers 0-1000	(What does that mean in English?) Numbers 0-1,000,000

Significant Figures within Spanish and Planned Enrichment Opportunities							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Shakira (musician) Tomatito (flamenco guitarist) Felipe VI & Letizia (King and Queen of Spain Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.	Sara Baras (flamenco dancer) Lionel Messi (footballer) Jorge Mario Bergoglio (Pope Francis) Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.	Gloria Estefan (musician) Juana Martinez-Neal (author) Rafael Nadal (tennis player) Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.	Pablo Picasso (artist) Georgina Lázaro (author) Gabriela Sabatini (tennis player) Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.	Eva Perón (political figure) Miguel de Cervantes (author) Selena (musician) Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.	Nahikari Garcia (footballer) Gabriela Mistral (poet) Carlos Santana (musician) Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories / poetry. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.	Antoni Gaudí (architect) Pablo Neruda (poet) Frida Kahlo (artist) Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories / poetry. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.	Salvador Dalí (artist) Isabel Allende (author) Pedro Sánchez Pérez-Castejón (Spanish Prime Minister) Examples of further Spanish enrichment: International Week activities – flamenco dancing / art / music / stories / poetry. Links with CEIP Gabriela Mistral school in Madrid. Further links with Colegio Amsterdam in Mexico.

		Spanish End of Year Milestones						
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Speaking and Listening	Enjoy listening to and speaking in the language. Listen to others and join in with repeated elements of Spanish language. Show understanding of simple words and phrases in Spanish. Begin to say simple words and phrases in Spanish.	Listen and respond to simple words, phrases and questions in Spanish. Show understanding of new vocabulary in how they use it throughout the day. Understand conventions such as taking turns to speak, valuing the contribution of others.	Listen and show understanding of single words/ simple phrases through physical response. Join in with actions and some words to accompany familiar songs, stories and rhymes. Answer and begin to ask some familiar questions using simple, rehearsed language.	Listen and identify rhyming words and particular sounds in songs and rhymes. Name objects and actions and link words with a simple connective. Name nouns and present a rehearsed simple statement. Answer and begin to ask some familiar questions using simple, rehearsed language and including opinions.	Listen and show understanding of longer sentences through physical response. Listen and identify words in songs and rhymes and demonstrate understanding. Use familiar vocabulary to say simple sentences using a language scaffold. Ask and answer several simple and familiar questions with a rehearsed response including opinions and simple justifications.	Listen and show understanding of more complex familiar sentences. Make simple rehearsed statements about themselves, objects and people. Say a simple rhyme from memory; join in with words of a song or storytelling. Ask and answer more complex familiar questions with a scaffold of responses.	Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. Follow the text of familiar rhymes and songs identifying the meaning of words. Use familiar vocabulary to say more complex sentences using a language scaffold. Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language. Follow the simple text of a familiar song or story and sing or read aloud. Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help.	Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling. Manipulate language to create and say sentence of own choice using familiar language. Manipulate language using a language scaffold to present their own ideas and information in more complex sentences. Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.
Reading				Begin to develop an awareness that some phonemes are pronounced differently in Spanish and English.	Read and recognise familiar words using knowledge of phonemes and pronounce when modelled. Read and show understanding of familiar single words	Read and pronounce familiar words accurately using knowledge of phonemes. Read and show understanding of familiar longer sentences.	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of phonemes. Read and show understanding of a complex sentence	Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series of sentences. Read and show understanding of a series of complex sentences using

					and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.	Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.	using familiar language. Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.	familiar language. Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context.
Writing					Write and say familiar words and simple phrases to describe people, places, things and actions using a model. Write single familiar words from memory with understandable accuracy.	Write and say a sentence to describe people, places, things and actions using a language scaffold. Write simple familiar short phrases/ sentences from memory with understandable accuracy.	Write and say longer sentences to describe people, places, things and actions using a language scaffold. Write familiar longer sentences from memory with understandable accuracy.	Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary. Write familiar long/ complex sentences from memory changing words to create new sentences with understandable accuracy.
Grammar					Be aware of the form of word classes – nouns, adjectives [including agreement with masculine and feminine singular], adverbs, verbs [including the imperative] and connectives, definite and indefinite articles [singular and plural] and be aware of similarities in English.	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; name the 1st and 2nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns; state the position of most adjectives and demonstrate use; construct a simple sentence with a noun, verb and adjective; use sentences in the negative form. State the differences and similarities with English. Use connectives and prepositions.	Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3rd person singular (plural) of regular and high frequency verbs; name the words for the definite article and use correctly; explain the agreement of possessive pronouns with the linked noun and demonstrate use; apply correct rules of use when combining prepositions + articles [e.g.: de + el = del]; construct more complex sentences; make a positive sentence negative; explain and use elision.	Demonstrate the knowledge and use of grammar in sentences: word classes; gender of nouns, definite article [and elision] and indefinite article [and its omittance for jobs], plural of nouns; neuter forms; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; use reflexive verbs and the imperfect form; the position and agreement of adjectives; negatives; the construction of simple and complex sentences. State the differences and similarities with English.

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