



Salcombe Primary Church of England Primary School



Languages: Spanish

Progression Document 2024-25

The Intention of the Languages Curriculum

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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Understand a few simple spoken words: • Greetings (Hello and Goodbye) • Numbers – 1 to 10 • Days of the week Songs – Heads, Shoulders, knees and toes	Recognise, understand and build upon words learned in Y1 plus: • Greetings (good morning, good afternoon, good night) • Numbers – 1- 20 • Months of the year	Understand a range of spoken phrases (plus build upon KS1): • Basic information about myself (my name is /I am ... years old/I live in/emotions) • Please, Thank you and 'How are you' with reply. • Numbers 1-31	range of familiar spoken phrases (build upon previous) • Opinions – I like/I dislike • Shopping lists (fruit, vegetables and other simple groceries) • Weather (it is sunny/it is raining) • Numbers 1-51 • Respond to a clear model of language • Numbers 1-51	Understand the main points from a spoken passage made up of familiar language • Description of family (I have a brother or sister) • Descriptions of myself and others with link to colours (e.g. clothes, appearance) • Numbers 1- 71 • Christmas vocabulary	Understand the main points and some detail from a short, spoken passage • Descriptions of the home (number of bedrooms, type of house, furniture in rooms) • Passages describing hobbies and weekend routines
Speaking	Copy a few words and basic phrases: • Greetings (Hello and Goodbye) • Numbers – 1 to 10 • Days of the week Songs – Heads, Shoulders, knees and toes	Say/and or repeat a few short words and phrases: • Greetings (good morning, good afternoon) • Numbers – 1- 20	Answer and respond to simple questions and give basic information about myself: • About myself, (my name is /I am ... years old/I live in	Ask and answer simple questions and give basic information (build upon previous) • likes and dislikes (related to fruit and vegetables)	Ask and answer simple questions with varying vocabulary • Talk about family • Express opinions - fashion/clothing - fruit and vegetables	Express an opinion confidently • Understand how accents change letter sounds • Pronunciation is becoming more

	Shoulders, knees and toes • Know how to pronounce some single letter sounds (vowels)	• Months of the year • Know how to pronounce most single letter sounds (consonants)	/emotions) • Please, Thank you and 'How are you' with reply. • Numbers 1-31 • Know how to pronounce all single letter sounds and some digraphs.	• Know how to pronounce all single letter sounds and all digraphs. • Show an awareness of sound patterns • Take part in a simple conversation using modelled phrases • Know when to substitute vocabulary to suit a question posed (e.g. changing the time of day greeting to suit the time of conversation)	• Say simple Christmas vocabulary • Take part in a simple conversation, selecting appropriate phrases • Be clearly understood and use increasingly accurate pronunciation	accurate and intonation is being developed • Initiate a simple conversation on a given topic • Use appropriate vocabulary and phrases in a conversation
Reading	NA	NA	Understand some familiar written phrases – • Reading basic phrases about a character (emotions, name, age) • Read with an awareness of all single letter sounds and combinations to blend words	Understand some familiar written phrases • Shopping lists (fruit and vegetables) • Dates	Understand the main points from a short, written text • Simple text messages to friends • Shopping lists (clothing and food) • Match sound to print by reading aloud familiar words and phrases • Use a book or glossary to find the meaning of new words/unfamiliar vocabulary.	Understand the main points and some detail from a short, written text • Begin to read independently
Writing	NA	NA	Write or copy simple sentences correctly - Personal information (name, age, emotions) • Begin to spell some commonly used words correctly	Write two or more short sentences with support. • Personal information sentences (name, age, emotions, where I live) • Give opinions on different items (foods) • Spell some commonly used words correctly	Write short sentences using vocabulary already learned • Presentation on myself and my family • Explaining my opinions on different topics (food and fashion)	Write a short text on a familiar topic, adapting language already learned • Descriptions of the home (number of bedrooms, type of house, furniture in rooms)

			• Select appropriate words to complete short phrases or sentences.	and use Spanish phonic ability to support writing.	• Spell commonly used words correctly • Spell words that are readily understandable	• Or Passages describing hobbies and weekend routines • Spell commonly used words correctly • Spell words that are readily understandable and phonetically plausible
Intercultural Understanding	Understand that some people speak a different language to my own Know that Spain is a country in Europe and begin to recognise its location on a map.	Understand that some people speak a different language to my own and that I must respect differences Locate Spain on a map.	Understand and respect that there are people and places in the world around me that are different to where I live Geography of Spain – locate Spain on a map and locate some of the major cities and physical features/seas and bordering countries/currency Have an awareness of a Spanish festival Las Fallas.	Identify similarities and differences in my culture to that of another Geography of Peru – locate Peru on a map and locate the city and physical features(Amazon river and rainforest)/seas and bordering countries/currency Look at the origins of the Spanish language in this country Have an awareness of a Spanish festival - San Fermin Why must we respect different cultures and their traditions?	Respect and understand cultural diversity Identify similarities and differences in my culture to that of another Geography of Chile – locate Chile on a map and locate the city and physical features(Andes mountain range)/seas and bordering countries/currency Look at the origins of the Spanish language in this country Talk about, discuss and present information about Chile Focus on Feliz Navidad (Christmas)	Respect and understand cultural diversity Identify similarities and differences in my culture to that of another Geography of Mexico – locate Mexico on a map and locate the capital city and physical features(Areas that were active during Mayan period/rainforest)seas and bordering countries/currency Look at the origins of the Spanish language in this country Begin to understand more complex issues which affects Mexico today poverty, religion, war etc – link to migration to the US Focus on La Tomatina festival