

SPANISH - Progression Map



	2 Year Olds/ Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening		Enjoy joining in with ring games to consolidate understanding of nouns. Listen and respond to instructions in the target language, supported by gesture. Listen and watch attentively when single words and very short, set phrases are introduced and practised. Listen to songs in the target language. Join in with the rest of the group during choral repetition. Imitate movements and gestures in response to song lyrics. Listen attentively to	Listen and watch attentively when single words and short, set phrases are introduced and practised. Join in with choral repetition of individual words and short, set phrases, call and response, mimicking pronunciation and rhythm. Listen attentively to short stories. Act in a short drama while listening to a short story, with support from illustrations. Engage in song singing, performing actions to reinforce understanding.	Listen attentively to sentences in Spanish, heavily supported by pictures and/or gesture. Show understanding of the main points of simple sentences. Act out short scenarios in response to a statement. Join in with choral repetition of very short phrases, mimicking pronunciation and rhythm. Perform a task, following the words or sounds of a song.	Listen attentively to short strings of language from a recording, repeated three times, noting key, individual words to show understanding. Listen and respond to language set to a rap rhythm.	Listen attentively to short presentations in Spanish, interspersed with questions. Listen attentively to another actor in a role play and respond to requests with one word, a short phrase or action. Note down the spelling, perhaps with some mistakes, of new words spelt using the Spanish alphabet.	Listen attentively to extended presentations (up to two minutes), showing understanding by making notes and responding to questions after the presentation. Listen attentively to short strings of language from a recording, repeated twice, noting key, individual words to show understanding. Listen to a song and match English and Spanish lyrics. Isolate individual words in songs from a line or verse.	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. Appreciate stories, songs, poems and rhymes in the language.

Speaking		a short story.						
		Join in with choral repetition, mimicking pronunciation. Perform songs with others. Contribute to carpet sessions, taking turns and listening to others. Respond with 'Gracias' when given an object. Take part in speaking 'mingle' speaking exercises, using one word at a time, with the teacher taking part. Negotiate social interaction in 'mingle' speaking exercises, making sure that everyone is included. Produce single nouns when asked an either/or question.	Join in with choral repetition, call and response mimicking pronunciation and rhythm. Respond to questions with gestures, if appropriate. Engage in conversations using one word or one set phrase at a time. Say 'por favor' and 'gracias'. Produce nouns. Pronounce nouns and short, set phrases with accurate pronunciation and stress patterns. Take part in a paired speaking, requiring one word or a set sequence response, without understanding of separate elements.	Isolate the initial sound of new vocabulary. Engage in question and answer sessions about new vocab, replying with single words form, with support if necessary. Identify individual words to a talk partner. Share individual words or strings of words with the rest of the class or with the teacher.	Produce individual words in response to a picture or gesture. Assign adjectives to nouns. Engage in role play conversations, replying with single words form, with support if necessary. Read short sentences with predictable patterns aloud, following extensive modelling, with accurate pronunciation. Talk to a partner using very short strings of language.	Chant short sentences in a rhythm dictated by a rap backing track. Engage in conversations, replying in sentence form, with support. Read individual sentences aloud with little support.	Listen to a song, matching written and sung lyrics. Express more subtle opinions in sentence form. Engage in conversations, including new language and language studied in years 1-4. Speak in sentences with written support. Read short paragraphs aloud to the class, aiming for expressive intonation, communicating written punctuation.	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

		Mimick the pronunciation of Spanish nouns. Point to named objects when asked where they are. Identify Spanish nouns on the IWB in front of the class.						orally to a range of audiences. Describe people, places and things orally and in writing.
Reading		Be aware of single words near pictures of vocabulary during some activities. Be aware that nouns can be represented by words as well as by pictures or objects.	Begin to link written forms with sound, focussing on initial graphemes and diagraphs. Make use of a support sheet or slide, matching words to words on worksheets. Read, trace and copy individual words, matched with pictures or symbols. Listen to short stories in Spanish, showing understanding of sequence.	Routinely produce initial graphemes and diagraphs in call and response. Read and understand single words from a work sheet or slide with pictorial support withdrawn by the end of a topic. Having listened to a story with visual support, work co-operatively with others to act out a scene. Arrange letters from the Spanish alphabet into alphabetical	Isolate adjectives from sentences and short paragraphs. Incorporate cognates into their spoken work after a short introduction. Identify words on the board from their spoken spelling using the Spanish alphabet.	Read short paragraphs and show some understanding of inference. Follow lyrics to join in with singing a verse of a song. Arrange words in Spanish in alphabetical order, including some words starting with the same letters.	Show understanding of text including verbs and adjectives by producing an accurate drawing or diagram. Show understanding of the main points and inference of short paragraphs by answering questions in English. Use a bilingual dictionary to find the Spanish for English nouns.	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.

				order. Focus on individual letters in new words, recognising spellings given using the Spanish alphabet. Match a spelling of a cognate to a picture following a brief introduction. Match the sound of each Spanish letter with its grapheme.				
Writing			Trace and copy individual words and short, set phrases. Label pictures with an appropriate, copied or traced word.	Write the initial grapheme or diagraph of individual words accurately. Record single words in a table, having considered data.	Attempt the spelling of individual words, using their knowledge of phonics. Assign adjectives to nouns.	Write short sentences to chant to a rap rhythm. Write words with accurate spelling when they are dictated, letter by letter using the Spanish alphabet. Write short sentences, following a model	Write short phrases and sentences from memory, often with errors. Write short sentences with the support of a model.	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.
Vocabulary		<u>Introducing yourself</u> Me llamo ¿Cómo te llamas? (passive)	<u>Introducing yourself</u> ¿Quién? (passive) ¿Cómo se llama? (passive) <u>Numbers 1-10</u> ¿Cuántos? (passive)	<u>Alphabet</u> All Spanish grapheme names <u>Family and</u>	<u>Pets</u> <u>Colours</u> <u>Habitats</u> <u>Fruits and Vegetables</u>	<u>Parts of the body</u> Me duele(n) <u>Numbers 1-100</u>	<u>Numbers 1-59</u> <u>Time</u> Es la una Es la una y media	<u>Hobbies</u> with verb conjugation (present tense)

		<u>Numbers</u> Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez <u>Body parts</u> Cabeza Ojos Brazo Piernas Pies Manos Rodilla Estómago Espalda Dientes <u>Feelings</u> Fenomenal Bien Regular Bien <u>Means of Transport</u> Coche Bicicleta Moto Tren Barco Pie Autobus Avión Caballo <u>Wild Animals</u> Gorila Canguro Cebra Leon Zorro	<u>The Nativity</u> María José Bebe Reyes <u>Numbers 11-20</u> Once Doce Trece Catorce Quince Dieciéis Veintidós Dieciocho Diecinueve Veinte <u>Colours</u> Marrón Violeta <u>Classroom Equipment</u> Lápiz Bolígrafo Sacapuntas Colores Regla Goma Papel Tarjeta (tarjeta violeta/roja/amarilla/ verde/de plata/de oro) <u>Healthy Eating (Fruits and Vegetables)</u> Uvas Sandía Mango Cebolla Coliflor Lechuga Pimiento Champiñon Judías Patata tomate	<u>Wild animals</u> Adulto Niño <u>Fairy Tales</u> Reina Rey Princesa Príncipe <u>Numbers 1-20</u> <u>Numbers 21-31</u> Veintiuno Veintidós Veintitrés Veinticuatro Veinticinco Veintiséis Veintisiete Veintiocho Veintinueve Treinta Treinta y uno <u>Months</u> Enero Febrero Marzo Abril Mayo Junio Julio Agosto Setiembre Octubre Noviembre Diciembre <u>Countries</u> España Alemania Franci Grecia Turquía Italia Inglaterra Polonia Irlanda	<u>Behaviour Choices</u> Cómico Tímido Trabajador Simpático Antipático Perezoso Atlético <u>Clothes</u> Tejanos Colours <u>Café Food and Drink</u> Fruit Hamburguesa Bocadillo Café Café con leche Patatas Fritas Pizza Limonada Zumo de naranja Agua mineral ¿Cuánto cuesta? Quiero <u>Numbers 1-31</u> Numbers 32-100 Treinta y dos Cuarenta Cuarenta y uno Cincuenta Sesenta Setenta Ochenta Noventa Cien <u>Euros</u> <u>Food</u>	Euros <u>Eye Colours</u> Azules Verdes Grises Marrones Negros <u>Hairstyle and Colour</u> Pelo Negro Castaño Rubio Pelirrojo Blanco Gris Largo Corto Rizado Ondulado Liso Tengo Tiene <u>Height</u> Bajo/a Alto/a <u>Colours</u> <u>Clothes</u> <u>Numbers 1-100</u> ¿Cuánto cuesta? <u>Means of Transport</u> Metro Autocar <u>Parts of the School</u> Gimnasio Pasillo	Son las dos Son las dos y media etc Medianoche Mediodía ¿Qué hora es? <u>Morning routine</u> Me despierto Me levanto Me ducho Me visto Me peino <u>Time</u> <u>The Solar System</u> Sol Marte Venús Tierra Jupiter Saturno Urano Neptuno <u>Colours</u> <u>Numbers</u> <u>Positional numbers</u> Primer Segundo Tercero Cuarto Quinto Sexto Séptimo <u>Latin</u> Colours Provinces of the Roman Empire Roman Names Roman Numerals	<u>Hair</u> <u>Eyes</u> <u>Clothes</u> <u>Food</u> <u>Adverbs</u> <u>Morning Routine</u> <u>Time</u> <u>Behaviour Choices in School</u> <u>Parts of the school</u> <u>School subjects</u> <u>Countries</u> <u>Continents</u> <u>Means of transport</u> <u>Nationalities</u> Ingleses Británicos Italianos Espanoles Alemanes Portugueses Etc <u>Points of the compass</u> <u>Places in town</u> Cine Plaza Plaza de toros Teatro
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	Elefante Erizo Delfín Lechuza <u>Pets</u> Ratón Pez Pájaro Conejo Hámster Perro Gato Serpiente Cobaya <u>Clothes</u> Jersey Pantalones Sombrero Calcetines Falda Vestido Chaqueta Camiseta Zapatos <u>Food</u> Pera Fresa Manzana Naranja Zanahoria Plátano Carne Pollo Pescado <u>Colours</u> Blanco Rojo Amarillo Verde Rosa Naranja Marrón gris		Portugal Egipto Madagascar Somalia Etiopía Nigeria Sudáfrica <u>Habitats</u> Playa Montaña Bosque <u>Points of the compass</u> Norte Sur Este Oeste <u>Weather</u> Hace sol Hace frío Hace calor Hace viento Llueve Nieva <u>Seasons</u> Primavera Verano Otoño Invierno <u>Nocturnal and Diurnal animals</u> Nocturno Diurno Zorro Erizo lechuza	<u>Fruits and vegetables</u> Chocolate Helado Carne Pollo Queso Aceite de oliva Pan Arroz Caramelos Pescado Me gusta No me gusta <u>Colours</u>	Patio de recreo Oficina Comedor Escaleras Biblioteca Jardín Entrada Salida Sala de clase Sala de actuaciones Sala de informática etc <u>School subjects</u> Matemáticas Inglés Geografía Historia Ciencias Dibujo Informática Español Música Educación física Educación religiosa <u>Feelings</u>	<u>Numbers</u> <u>Months</u> <u>Countries</u> <u>Weather</u> <u>Points of the compass</u> Noreste Sudeste Sudoeste noroeste <u>Habitats and environments</u> <u>Wild Animals</u> Tiburón Puma Oso Águila Cobra Antílope Leopardo Jirafa Rinoceronte Orangután <u>(No) me gustan</u> Me fascinan Me aburren <u>Continents</u> Asia Africa Europa Antártida Oceania America del Norte America del Sur <u>Colours</u> <u>Habitats</u>	Mercado Catedral Mezquita Restaurante Estación Estadio Parque Castillo Piscina <u>Directions</u> A la izquierda A la derecha Todo recto ¿Por dónde se va? Numbers <u>Postional numbers</u>
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		<u>Habitats</u> Casa Ciudad Selva Río Campo					Nocturno / Diurno <u>Food</u> <u>Hobbies</u> (infinitives) Jugar ...al fútbol ...con mis amigos .con videojuegos .con mis juguetes Hacer deberes ...atletismo ...natación Ir al cine ..al café Leer Bailar Dibujar Navegar por internet Me encanta Detesto <u>Adverbs</u> Todos los días De Vez en cuando Raramente <u>Means of</u> <u>transport</u> <u>Countries</u> <u>Travelling by</u> aeroplane Pasaporte Tarjeta de indentidad	
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