

Progression in Spanish

Reception (EYFS)

In EYFS, Spanish is introduced through songs, games, stories and interactive activities. Learning is practical, engaging and focused on developing early listening and speaking skills. Pupils are encouraged to join in with actions, repetition and simple responses, building confidence in hearing and using a new language.

Some of the key topics covered include simple greetings, numbers 0–10, colours, parts of the body, pets, fruits and days of the week. Pupils are also introduced to simple classroom language and everyday phrases.

There is a strong emphasis on repetition, pronunciation and enjoyment of language. Children begin to recognise familiar words and phrases, respond to simple questions and use basic spoken Spanish in a supported way.

Pupils are also introduced to aspects of Spanish culture through stories such as *La oruga muy hambrienta*, songs and celebrations such as Christmas. This helps to develop early awareness that languages are spoken in different countries and that people live in different ways.

Year 1 (KS1 skills)

Year 2 (KS1 skills)

Year 3 (Lower KS2 skills)

Year 4 (Lower KS2 skills)

Year 5 (Upper KS2 skills)

Year 6 (Upper KS2 skills)

Grammar

- Exposure to Spanish sounds and pronunciation.
- Recognise and repeat single words and phrases.
-Use simple sentence structures modelled by the teacher (e.g. “Me llamo...”, “Tengo...”)
-Begin to notice plural forms (s)

-Begin to form simple sentences with support (e.g. “Tengo un hermano”, “Me gusta...”).
-Understand masculine and feminine nouns more clearly (el/ella).
Begin to use simple conjunctions **y** (and).
-Recognise question forms such as “¿Cómo te llamas?”

- Build and speak short sentences with increasing independence.
- Use key structures such as “Tengo...”, “Hay...”, “Me gusta/No me gusta...”.
-Begin to use simple adjective agreement with colours.
-Use connectives **y** and **pero** to extend sentences.
-Ask and answer simple questions (e.g. ¿Cuándo es tu cumpleaños?).
-Begin to recognise simple verb patterns such as *hace...* (weather expressions).

-Develop confidence in speaking and writing simple sentences.
-Use “**ser**” to describe physical appearance and personality (e.g. soy,es).
Use “**tener**” to describe age and physical features (tengo, tiene).
- Use **porque** to give a simple reason.
- Begin using adjective agreement in simple descriptions.
- Ask and answer questions such as ¿Cuándo es tu cumpleaños? and ¿Cómo eres?

- Build longer sentences using connectives (*y, pero, también*).
- Use **porque** to give reasons and opinions.
- Begin using *me gusta / no me gusta* to express opinions about school subjects.
- Use **hay** to describe places in school.
- Start combining multiple pieces of information in one sentence.
- Ask and answer questions with increasing independence.

- Use a wider range of sentence structures confidently.
- Use multiple clauses with connectives (*y, pero, porque, también*).
- Use **ser** and **tener** confidently for descriptions.
- Use **hay** and **está** to describe places and locations.
- Develop longer spoken and written descriptions (3–5 sentences).
- Use questions and answers in short conversations.

<p>Vocabulary</p>	<p>-Greetings: hola, Buenos días, buenas tardes, adios, hasta pronto. -Numbers: 1-10 -Colours: rojo, azul, Amarillo, verde, negro, blanco, naranja, morado. Classroom instructions: escucha, mira, siéntate, levántate, repite conmigo. -Family: padre, madre, hermano, hermana, abuelo, abuela Fruits (linked to 'La oruga muy hambrienta'): la manzana, la pera, la ciruela, la fresa. -Winter clothes: abrigo, bufanda, guantes, gorro, botas, pantalones.</p>	<p>- Greetings and personal information: ¿Cómo te llamas?, Me llamo... - Numbers: 1-20 -Colours: expanded use to describe objects/animals. -Classroom language: abre el libro, repite, escribe, manos en la cabeza. - Family: mi tío, mi tía, mi primo, mi prima, mi familia. - Food: variety of food vocabulary. -Months of the year: enero- diciembre (recognition and sequencing).</p>	<p>-Greetings: short exchanges and conversations. Numbers: 1-31 (used for dates). Months and seasons: enero-diciembre; primavera- invierno. Family: describing family members (e.g. Tengo dos hermanos). Fruits: expressing opinions (Me gusta/No me gusta). Winter clothes: describing what people wear. Weather: hace frío, hace calor, hace viento, llueve, nieva.</p>	<p>- Feelings: feliz, triste, enfadado, cansado, emocionado. - Phonics: key Spanish sounds (e.g. <i>ll, j, ñ, rr</i>) through songs and reading aloud. - Birthdays: months, dates, Mi cumpleaños es el... - Decribing myself: ojos azules/marrones, pelo largo/corto/rubio/moreno. - Personality: simpático, divertido, amable, serio. - Family: madre, padre, hermano, hermana, abuelo. - Pets: perro, gato, pez, pájaro.</p>	<p>- School subjects: matemáticas, inglés, ciencias, música, arte, educación física. - Teachers: describing teachers and giving reasons (<i>Es simpático porque...</i>). - School timetable: days of the week, describing what subjects they have. - School rooms: aula, biblioteca, comedor, patio, gimnasio. - School objects: mesa, silla, libro, lápiz, mochila. - Feelings at school: expressing how they feel about lessons.</p>	<p>- Describing personality and appearance in more detail. - Family and pets: extended descriptions including personality and appearance. - School life: describing timetable and favourite subjects with reasons. - Vehicles and transport: coche, autobús, tren, bicicleta, avión, barco. - Directions and travel: simple phrases about how people travel to school.</p>
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Progression in Spanish

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Intercultural Understanding	<ul style="list-style-type: none"> - Awareness that Spanish is spoken in many countries. - Introduction to Spanish greetings and polite forms. Experience a traditional story in Spanish (La oruga muy hambrienta). - Introduction to how Christmas is celebrated in Spanish-speaking countries. 	<ul style="list-style-type: none"> - Explore traditions in different Spanish-speaking countries. - Introduction to celebrations such as Day of the Dead (Día de los Muertos). - Compare Christmas traditions in Spain or Latin America with those in the UK. 	<ul style="list-style-type: none"> - Explore Easter celebrations in Spain and Latin America (e.g. Las procesiones de Semana Santa). - Begin to compare seasonal traditions and weather in Spanish speaking countries. 	<ul style="list-style-type: none"> - Learn about schools in Spain (daily routines, break times, lunches). - Explore how birthdays are celebrated in Spanish-speaking cultures. - Learn about the importance of family in Spanish-speaking societies. - Locate Spain and several Spanish-speaking countries on a map. 	<ul style="list-style-type: none"> - Compare school life in Spain or Latin America with the UK (subjects, timetable, lunch habits). - Learn about typical school foods and lunch culture in Spanish-speaking countries. - Explore the importance of respect and relationships between students and teachers. - Recognise that Spanish is spoken in many countries with different educational experiences. 	<ul style="list-style-type: none"> • Learn about transport and travel in Spanish-speaking cities (e.g. public transport and walking culture). • Explore daily life of children in Spanish-speaking countries. • Compare how children travel to school in different countries. • Explore famous landmarks and cities in Spanish-speaking countries and discuss how people move around them.

