

Staynor Hall - Language Progression - Knowledge Year by Year
(Based on ALL Languages & Progression Guidance)

EYFS & KS 1

	EYFS	Y1	Y2
Listening	In early years, children learn: <ul style="list-style-type: none"> • awareness of another language • To be curious about another country, its language and its culture • to imitate sounds and intonation accurately • To enjoy listening to songs and stories in another language • to begin to join in with songs and rhymes • to demonstrate turn-taking in language exchange eg greetings • to join in actions for songs and rhymes • To count to 10 with reasonable accuracy • To use memory techniques to recall new words • play phonics games • Respond to two different classroom instructions • Take part in a check in with two emotion words 	listen and respond to familiar spoken words and phrases	listen and respond to familiar spoken words and phrases
Children should:		<ul style="list-style-type: none"> • Listen to a story, song or spanish speaker • Listen to sounds, words and phrases. • Be confident hearing numbers to 10 • Hear numbers to 20 • Be confident with 4 primary colours • Know relevant topic words from memory on hearing them • Hear singular and plural nouns • Follow simple classroom instructions. 	<ul style="list-style-type: none"> • Listen attentively to a story, song or spanish speaker, picking out familiar words • Listen and copy sounds, words and phrases • Be confident hearing numbers to 10 • Hear numbers to 20 with good accuracy • Know a minimum of 8 colours with accuracy and up to 12 with reasonable accuracy • Know relevant topic words from memory on hearing them • Hear singular and plural nouns and recognise the difference • Follow simple classroom instructions
Speaking		Join in with songs or stories with actions and attempt some words. communicate with others using simple words and phrases, explore patterns and sounds	Join in with songs or stories with actions and attempt some words. Communicate with others using simple words and phrases, explore patterns and sounds
Children should:		<ul style="list-style-type: none"> • Repeat sounds and words with accurate pronunciation • Speak in a range of situations, both whole class, independently and around school • Join in with key vocabulary in songs and 	<ul style="list-style-type: none"> • Repeat sounds, words and phrases with accurate pronunciation • Speak in a range of situations, whole class, pairs, independently and around school - speaking with children and

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		<p>stories.</p> <ul style="list-style-type: none"> • Use simple words in greetings - hola, adiós, buenos días • Count to 10 with confidence and up to 20 with reasonable accuracy • Say 4 relevant topic words from each topic. • Begin to put some words together to create meaning e.g. Hola Leo • Take part in a check-in with reasonable memory of up to 5 different emotions relevant to their gender, using prompts where needed • Start to speak in Spanish around school, using greetings and inquiring how people are feeling 	<p>adults beyond our peers.</p> <ul style="list-style-type: none"> • Join in with songs and stories. • Use simple words in greetings - hola, adios, buenos dias, name, how are you and respond • Count to 30 • Name 6 relevant topic words within each topic. • Create some simple phrases and sentences with known vocabulary. • Begin to put some words together to create meaning e.g. Hola Leo, ¿qué tal? • Take part in a check-in with memory of up to 5 different emotions relevant to their gender • Start to speak in Spanish around school, using greetings and inquiring how people are feeling with confidence
phonics	<p>Nursery - Hear and repeat Spanish vowel sounds a, e, i, o, u, Reception - recognise in Spanish words a,o</p>	<ul style="list-style-type: none"> • Recognise vowels in Spanish words a, e, i, o, u • Start to hear and see other vowel sounds ha, he, hi, ho, hu • Start to see/hear that the sounds ci and ce make a different sound to ca, co, cu • Know that z makes a different sound to the English voice, with prompts in place • Start to see/hear that "ll" makes a different sound in the Spanish voice 	<ul style="list-style-type: none"> • Use the vowels correctly in familiar Spanish words • Recognise in familiar words the remaining vowel sounds, ha, he, hi, ho, hu • Know the "th" sounds when seen in words with prompts • Be aware of the h sounds using ja, je, ji, jo, ju • Know that v in Spanish makes a different sound to English
Reading		<p>Be aware that there are some differences in letters, sounds and punctuation when looking at words.</p>	<p>Recognise and understand a few familiar written words Show awareness of sound-spelling links</p>
Children should:		<ul style="list-style-type: none"> • Start to read new phonic sounds • Say/read Spanish vowels 	<ul style="list-style-type: none"> • Start to read new phonic sounds • Say/read Spanish vowels

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		<ul style="list-style-type: none"> • Notice inverted exclamation marks and question marks. • Be exposed to texts. • Spot missing vowels in words and words in a sequence EG missing numbers 	<ul style="list-style-type: none"> • Notice inverted exclamation marks and question marks. • Be exposed to texts. • Use my phonic knowledge to read knew words • Recognise some familiar words in written form • Spot missing vowels in words and words in a sequence EG missing numbers
Vocabulary	EYFS Spanish words	Year 1 Spanish Words	Year 2 Spanish Words
Writing		Be aware that there are some differences in letters, sounds and punctuation when looking at words.	Copy familiar words
Children should:		<ul style="list-style-type: none"> • Copy some very familiar words accurately • Fill in vowels in familiar words 	<ul style="list-style-type: none"> • Copy familiar words accurately including those with different letter-sound links or those with accents or tilde. • Fill in a range of blank letters in familiar words
Grammar		Understand some basic grammar appropriate to the language being studied and age-related expectations	Understand some basic grammar appropriate to the language being studied and age-related expectations
Children should:		<ul style="list-style-type: none"> • Know what a noun is. • Form the negative 	<ul style="list-style-type: none"> • Know what nouns and adjectives are. • Be aware that the adjective goes after the noun. • Form the negative eg me gusta / no me gusta singular • Begin to use the word 'y' • Start to recognise that nouns can be feminine or masculine • Start to recognise singular and plural

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			nouns
Culture	<p>Day of the Dead Introduced to familiar (halloween) words with main focus on candle, skull and skeleton. Ch hear and repeat words. Ch hello/goodbye/my name is... characters</p> <p><u>Christmas</u> Hear Christmas words, hear a bilingual Christmas story, sing a Christmas song. Count Christmas objects.</p> <p><u>Spanish Arts</u> See castanets being played. Clap out beats to current nouns. Use the castanets.</p> <p><u>Easter</u> Ch hear about the different ways some areas of Spain celebrate Easter compared to the UK. Focus on Palm Sunday where children experience laying the palm leaves down and walking over them.</p> <p><u>Spanish Geography</u> Children see where Spain is on a map progressing to seeing different maps.</p> <p><u>Spanish food</u> Ch look at foods eaten by</p>	<p>Day of the Dead Introduced familiar (halloween) words with main focus on candle, skull and skeleton. Ch hear and repeat words. Match emotions to characters Have a basic opinion about Day of the Dead in discussion by studying photos. Match pictures and words</p> <p><u>Christmas</u> Connect Christmas words and pictures. Count Christmas objects. Listen to bilingual story and sing a Christmas song in Spanish</p> <p><u>Spanish Arts</u> Children see/hear Flamenco Dance/music and choreograph their own dance with basic moves.</p> <p><u>Easter</u> Children start to hear Spanish words associated with Easter. Focus on Palm Sunday - fill in the blanks to aid learning.</p> <p><u>Spanish Geography</u> Ch learn Spanish capital and see 2 surrounding countries - ch label a map</p> <p><u>Spanish Food</u> Ch look at the very unusual Spanish foods - first 6</p> <p><u>Festivals</u> Ch learn how popular festivals are in Spain - they take a tour of the country and where and when festivals take place.</p>	<p>Day of the Dead Introduced to familiar (halloween) words with main focus on candle, skull and skeleton. Ch hear and repeat words Have a basic opinion about Day of the Dead and write a short paragraph after watching a video. Match pictures and words based on genders.</p> <p><u>Christmas</u> Connect Christmas words and pictures. Count objects and go on a Christmas treasure hunt. Learn a Christmas Spanish song. Listen to a bilingual Christmas story.</p> <p><u>Spanish Arts</u> Children go on a treasure hunt to learn the history of the Flamenco Dance.</p> <p><u>Easter</u> Faith of Spanish people. Ch learn about the processions and act out the role of the costaleros.</p> <p><u>Spanish Geography</u> Ch learn where other large cities are and the surrounding seas.</p> <p><u>Spanish food</u> Ch look at the very unusual Spanish foods - remaining foods on list</p> <p><u>Festivals</u> La Tomatina - ch play a quiz to learn</p>

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	Spanish families and the culture surrounding food and family.		
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Key Stage 2

	Y3	Y4	Y5	Y6
Listening	Listen and respond to familiar spoken words and phrases	Listen for specific phonemes, words and phrases	Listen attentively and understand more complex phrases and sentences	Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions and opinions
Children should:	<ul style="list-style-type: none"> • Use a gesture or hold up a picture to identify specific words when listening to songs, poems & simple stories. • Listen carefully and identify familiar words in songs, poems and simple stories. • Recognise, with confidence, numbers to 31. • Follow simple classroom instructions. • Recognise a minimum of 6 topic words/phrases • Listen to a sentence and answer questions in English 	<ul style="list-style-type: none"> • Pick out phonemes, cognates, words and phrases in songs and stories. • Understand numbers up to 100 in multiples of 10. • Listen to up to three simple sentences using familiar vocabulary and answer questions. • Respond to a wider range of classroom instructions. 	<ul style="list-style-type: none"> • Identify the key points in a story from familiar language. • Follow instructions and directions - from a wider range of classroom language • know all numbers to 100 with confidence • Listen to and understand a description or opinion (2 or 3 longer sentences) containing mostly familiar language. 	<ul style="list-style-type: none"> • Understand the main points and simple opinions when listening to a story or song. • Listen to longer texts read by my peers as well as my teacher. • Follow a wide range of classroom instructions. • Listen to 3-4 longer sentences, spoken by a range of speakers, and pick out the main points. • numbers over 100 • Listen and scribe

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				familiar and simple unfamiliar words.
Speaking	<p>Communicate with others using simple words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Take part in short conversations using familiar structures and vocabulary Use simple conjunctions to build more complex sentences and present information to others Understand and express more complex opinions Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics Present to an audience e.g. role-play, presentation, performance,</p>
Children should:	<ul style="list-style-type: none"> • Ask and answer simple questions about myself e.g. name, birthday. • Express simple likes and dislikes. • Use phonics confidently to help say new words. • Have a good pronunciation of familiar words. • Present 2-3 key facts about self - know by heart e.g. name, age, likes/dislikes • Remember relevant topic words. 	<ul style="list-style-type: none"> • Use a wider range of nouns and adjectives to talk about themselves or story characters. • Ask and answer questions in the classroom. • Express a wider range of opinions of likes and dislikes (love, hate). • Recall vocabulary and start to use it to build sentences. • Use simple conjunctions. • Begin to use 	<ul style="list-style-type: none"> • Seek help and clarification E.G. I don't understand, can you repeat. • Give simple instructions and directions, • Take part in a conversation expressing likes, dislikes, and preferences. • Use a wider range of conjunctions to create more complex sentences with prompts. • Perform a role-play, recite a short poem or story with confidence and accuracy. • Use transactional language e.g. in a café • Present a weather 	<ul style="list-style-type: none"> • Use Spanish to initiate and sustain a simple conversation on familiar topics, • Say, where you are from and the language you speak. • use questions to clarify e.g. I don't understand? Can you repeat that? Can you speak more slowly?

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		<p>pronouns.</p> <ul style="list-style-type: none"> • Read aloud from a story with good pronunciation. • Give a short presentation. • Ask and answer questions 	forecast	
Phonics	<ul style="list-style-type: none"> • Say all the vowel sounds correctly in familiar Spanish words - including ha, he, hi, ho, hu • Use my Spanish vowels correctly with familiar words • Know the th sounds in all words • Use the h sounds in familiar words (ja, je, ji, jo ju) • Be confident seeing and saying the ll sound 	<ul style="list-style-type: none"> • Know that rr gives a different sound to r • Use v in familiar words • Say v correctly in unfamiliar words • Be confident with ñ in all words 	<ul style="list-style-type: none"> • Say on sight the c sounds (ca, qué, qui, co, cu) in familiar words • Say the g sounds (ga, gue, gui, go, gu) in familiar words 	<ul style="list-style-type: none"> • Say on sight the c sounds (ca, qué, qui, co, cu) in all words • Say the g sounds (ga, gue, gui, go, gu) in all words • Know the remaining h sounds (ge,gi)
Reading	<p>Recognise and understand some familiar written words and phrases Show awareness of sound-spelling links</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences</p>	<p>Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</p>	<p>Read aloud from a text with good expression Read and understand the main points and some detail from a short written passage</p>

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		aloud with increasingly accurate pronunciation.		
Children should:	<ul style="list-style-type: none"> Recognise and read familiar written and use phonics with unfamiliar words. Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song and give their meaning in English. Read aloud, as a class or group from a familiar text displayed on the board. Read aloud and understand a simple conversation with a partner that uses familiar language. 	<ul style="list-style-type: none"> Understand key points in a text from familiar language, giving simple answers. Follow a text whilst listening at the same time. Start to link sentences. Use strategies to work out the meaning of new words. Read aloud from a familiar text. 	<ul style="list-style-type: none"> Read a variety of short simple texts which contain both familiar and unfamiliar vocabulary. With a partner, work together to read unfamiliar words. 	<ul style="list-style-type: none"> Read aloud from a text with good expression. Read in groups and alone, including my own work. Read and understand the main points and some detail from a text of 80 - 100 words be confident in reading new vocabulary and new texts.
vocabulary	<u>Year 3 Spanish Vocabulary</u>	<u>Year 4 Spanish Vocabulary</u>	<u>Year 5 Spanish Vocabulary</u>	<u>Year 6 Spanish Vocabulary</u>
Writing	Write some familiar simple words using a model and some from memory	Write a short text using a model Write a few simple sentences from memory Apply phonic knowledge to support writing	Write simple sentences and short texts using a model Use a dictionary to check the spelling of words.	Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.

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<p>Children should:</p>	<ul style="list-style-type: none"> • Label something I have drawn. • Complete a simple gapped text by adding three or four familiar words. • Write two or three sentences on a familiar topic using a writing frame and word bank. • Begin to write a few familiar words from memory and know that all attempts will be valued. • Write some simple words from memory eg 2 syllable words, simple letter/sound links 	<ul style="list-style-type: none"> • Write a few simple sentences using a word bank. • Experiment with writing new words using phonic knowledge. • Use pronouns. • Write 2 to 3 sentences from memory 	<ul style="list-style-type: none"> • Write three of four sentences using a word/phrase bank linked to a recent area of learning. • Use simple conjunctions such as and, but, because to form more complex sentences. • Personalise a text by changing one or two elements. • Start to write three to four sentences from memory using familiar language. 	<ul style="list-style-type: none"> • Write sentences including some from memory. • Use adjectives and adverbs. • Write longer paragraphs ensuring they reflect gender of nouns, forming the plural, word order and agreement of high frequency adjectives.
<p>Grammar</p>	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • nouns - gender: masculine and feminine for singular nouns, form plurals with nouns ending in vowels. Determiners - singular form to match gender • adjectives - order • verbs - awareness of 1st and 2nd person, form negatives. • conjunctions: 2 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • nouns - singular and all plural - with scaffolding, masculine and feminine Determiners - singular form to match gender • adjectives - order and agreement - singular with prompts • verbs - aware of 1st, 2nd and 3rd person, form negatives • Conjunctions:2 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • nouns - singular and plural, masculine and feminine Determiners -singular and plural form - scaffolded • adjectives - order and agreement - plural with prompts • verbs - use 1st, 2nd, 3rd person, form negatives • Conjunctions: 4 • prepositions 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> • nouns - singular and plural, masculine and feminine Determiners -singular and plural form • adjectives - order and agreement - plural • verbs - use 1st, 2nd, 3rd person with a range of verbs, form negatives, conjugation of present tense verbs • Conjunctions: 4-6 examples

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		• how to form the negative		• adverbials
Children should:	<ul style="list-style-type: none"> • Gender of singular nouns. • Match the correct definite/indefinite to a series of familiar nouns with increasing accuracy. • Know adjective placement - a pencil red • Start to use the verbs in the first person I am cold, and the third person, my friend, he is cold. . • Use the conjunction y and pero. Simple likes and dislikes in singular form - I like Tuesday but I don't like Wednesday to aid conjunction use 	<ul style="list-style-type: none"> • Match correctly definite and indefinite articles to singular and plural nouns - add s, es, ces, scaffolded. • Place adjectives in the correct order with confidence. Hamster brown • Select the correct singular adjective to describe masculine and feminine nouns, knowing they change - scaffolded • Show understanding of 1st, 2nd, 3rd person in present tense singular with scaffolding. • 4 different Likes and dislikes in singular 	<ul style="list-style-type: none"> • Begin to see possessive articles • Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy. • Start to see the concept of conjugation of verbs - the present tense of commonly used verbs • Plural nouns. • Using intensifiers (muy, bastante) • Be confident with adjective placement • Become more confident with adjective agreement singular • Start to see adjective agreement plural • Verbs to negative with "no" • 4 different Likes and dislikes in s and p 	<ul style="list-style-type: none"> • Begin to use possessive articles in singular and plural forms • Start to use adverbs. • Identify a range of verbs in written sentences. • Be confident in how to conjugate verbs • identify whether a noun is m, f, s, p and use the correct article with increasing accuracy • Use a range of conjunctions in speaking and writing e.g. y, pero, también, porque, sin embargo, que • Use of adverbials e.g. en mi pueblo, con mis amigos • A wide range of likes and dislikes in s & p
Culture	<p><u>Day of the Dead</u> Write a short paragraph about Day of the Dead and the significance of 3 of the items used.</p>	<p><u>Day of the Dead</u> Ch focus on the skull conducting research. They draw their own design based on their findings. <u>Christmas</u></p>	<p><u>Day of the Dead</u> The traditions of Dia de los Muertos - ch create a presentation suitable for year 3s <u>Christmas</u> Ch research and put together a</p>	<p><u>Day of the Dead</u> The history of Dia de los Muertos - children create a presentation suitable for year 2s <u>Christmas</u></p>

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	<p>Sort nouns to match the correct indefinite article.</p> <p><u>Christmas</u> The Spanish Nativity scenes - Belens</p> <p><u>The Spanish Arts</u> Miro - investigate the man and his work. Follow instructions to create a Miro inspired piece of art. Label colours</p> <p><u>Easter</u> Look back at the processions from yr2 and write a short paragraph</p> <p><u>Geography</u> All about Madrid - ch take part in a virtual quiz</p> <p><u>Food</u> Ch create a presentation based on information on up to 15 different food and drinks from Spain</p> <p><u>Festivals</u> Las fiestas de San Fermin - ch design a tourist information poster based on their learning</p>	<p>Ch conduct research and put together a short presentation based on foods eaten over a Spanish Christmas</p> <p><u>The Spanish Arts</u> Antonio Gaudi - investigate the man and his work. Ch create a Gaudi inspired artwork based on current learning nouns.</p> <p><u>Easter</u> La Mona de Pascua cake - research and design my own.</p> <p><u>Geography</u> All about Barcelona - research and presentation</p> <p><u>Food</u> Ch create a presentation based on information on up to 15 different food and drinks from Spain</p> <p><u>Festivals</u> Las Fallas - The torches - the festival of fire Children research and answer questions based on their learning.</p>	<p>timeline of the various Spanish celebrations over Christmas</p> <p><u>The Spanish Arts</u> Salvador Dhali - The man and his work - ch create a presentation and an inspired piece of artwork.</p> <p><u>Easter</u> Timeline of events over the Spanish Easter period</p> <p><u>Geography</u> Spanish Islands - research and present details of Balearics and Canary Islands</p> <p><u>Food</u> Ch create a presentation based on the "scarey Spanish foods"</p> <p><u>Festivals</u> La Feria de Abril de Sevilla - children conduct their own research and create their own quiz/game based on their findings</p>	<p>Ch read independently a Spanish story. Through a series of clues, children learn about the 3 kings</p> <p><u>The Spanish Arts</u> Pablo Picasso - the man and his work. Research and inspired artwork which will be labelled with current learning nouns and adjectives.</p> <p><u>Easter</u> Traditions over the Spanish Easter period</p> <p><u>Geography</u> Tourism in Spain - research what Spain has to offer tourists from all over the world. Weather - summer and winter, food and drink, festivals etc</p> <p><u>Food</u> Ch create a menu for their own restaurant based on all previous learning</p> <p><u>Festivals</u> San Fermin - the bull run Ch research the controversial event and split into 2 groups to debate the rights and wrongs based on the evidence they have found.</p>
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