Etwall Primary School

Spanish Progression Map Cycle A (2027/28) and Cycle B (2026/27)

Our End Goal

What will our linguists be able to do when they leave Etwall Primary School?

By the end of their time at Etwall Primary School, our Year 6 linguists will have developed the confidence and skills to understand and communicate in Spanish through listening, speaking, reading and writing. They will use their growing knowledge of phonics, vocabulary and grammar to understand unfamiliar language, build sentences and express their own ideas with increasing accuracy and independence. Children will be able to take part in conversations, ask and answer questions, read and understand short texts and communicate their ideas for different purposes. Through exploring Spain and the wider Spanish-speaking world, they will also develop an appreciation of different cultures, traditions and ways of life. Our learning experiences will inspire curiosity and enthusiasm for languages, providing children with strong foundations for future language learning

	Year 3/4	Year 5/6
Phonics	• To know the key phonemes that are represented by the following letters: a, o, i/y • To know the key phonemes that are represented by the following letters: u, z/c, ñ • To know the key phonemes that are represented by the following letters: j/g, rr • To know the key phonemes that are represented by the following letters: y/ll, b/v • To know the key phonemes that are represented by the following letters: c, b/v • To identify sounds created by linking some of the key phonemes. ai , ei , oi, ui, au, eu, ia, ie, io, iu, ua, ue, uo. • To know that some letters carry accents. • To know that a tilde is the wavy line over the 'n' (as in años) that' changes the pronunciation of the n from a hard sound to a softer 'ny'' sound (as in canyon).	• To know that phonic knowledge can be applied to pronounce unfamiliar words correctly. • To know some rules for where to put stress on a word.

Grammar	Feminine and masculine forms: Nouns • To know that every Spanish noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or una. • To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o. • To know that the ending of a noun can change when the noun is in the plural form. • To know that most nouns in Spanish become plural by adding an 's' at the end, as in English. • To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. • To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. • To know that I can find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. Feminine and masculine forms: Adjectives • To know that I can find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. • To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat. • To know that the ending of an adjective often changes according to the gender of the noun it describes. Verbs (including conjugation and negation) • To know some common verbs in the present tense. • To know that placing no before the verb makes it negative. • To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'. • To know that me gusta + infinitive of a verb describes what you like to do. • To recognise that the infinitive of all verbs in Spanish end in either -ar, -er or -ir. • To know that está is another way of saying 'it is' and is used to describe position. Key features and patterns of the language • To know that, in Spanish, as well as question/ exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes?/ ¡Muy bien! • To know that the word order is sometimes different in Spanish compared to English. • To know that we can use conjunctions such as y (and) and pero (but) to join clauses. • To begin to recognise some prepositions in Spanish. • To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en tren whereas a is usually used when you are not getting into a form of transport e.g. a pie which means 'on foot'. • To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno.	Feminine and masculine forms: Nouns • To know that plural nouns referring to nouns of mixed gender always take the masculine form. • To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. • To know that I can use más or menos que to make comparisons e.g. Hay menos glaciares que antes - there are fewer glaciers than before. • To know whether to use the pronouns él 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone. • To know that if a word is plural, we cannot use un or una and instead use unos and unas (some). Feminine and masculine forms: Adjectives • To know that the ending of an adjective often changes according to the gender and number of the noun it describes. • To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. • To know a range of prepositions to describe the position of objects. Verbs (including conjugation and negation) • To know that the ending of verbs change according to the subject. • To know how to form the first person, second person and third person of the verbs tener, llamarse, vivir and gustar. • To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports. • To know how to recognise the first person, second person and third person of common verbs. • To know the rules for forming the imperative form of regular verbs. • To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado. • To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun e.g. Me gustan los tomates. • To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.' • To know that the way verbs change to match the pronoun is called conjugation. • To know the rules for conjugating a range of regular verbs in the present tense. • To know that some verbs do not follow regular patterns, such as tener (to have), ser (to be) and ir (to go). • To know that I can express preferences about two nouns by placing más/menos que between the two items being compared e.g. Me gusta la historia más que el arte. Key features and patterns of the language • To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre (the father of my mother). • To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana? • To know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol.

	• To know that numbers such as dieciseis in Spanish are basically a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno. • To know that hay can be used to mean 'there is' or 'there are'. • To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.	• To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis. • To know that porque (because) can be used to extend a sentence and give a justification. • To know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido. • To know that there are four forms of the question word cuánto that change according to whether the noun is feminine singular, masculine singular, feminine plural or masculine plural. • To know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente. • To know that some prepositional phrases can function as time adverbials e.g. durante el recreo - during the break. • To know that para is a preposition that, when followed by an infinitive, means 'in order to'.
Language Comprehension	• **Listening and responding to single words, short phrases and full sentences.** • **Reading aloud some words from simple songs, stories and rhymes.** • **Following a short text or rhyme, listening and reading at the same time.** • **Recognising some familiar Spanish words in written form.** • **Beginning to understand and notice cognates.** • **Beginning to explore various language detective strategies.** • **Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.** • **Using visual and contextual clues and cues to gist and make predictions about meanings.**	• Listening and inferring information from audio passages using language detective skills. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Reading and using language detective skills to assess meaning including context, text type and sentence structure. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.

Language Production	• Recognising, asking, and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Beginning to form opinion phrases. • Using a variety of conversational phrases. • Listening to songs and rhymes (in Spanish), repeating sounds and phrases to develop pronunciation and intonation. • Beginning to notice common spelling patterns. • Using short phrases to give information. • Recognising, repeating and adapting phrases from rhymes and songs. • Using a model to form a spoken sentence. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Selecting and writing simple words and short phrases, some from memory. • Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers) • Using different adjectives with a singular noun, with correct positioning and agreement. • Choosing appropriate adjectives from a range of adjectives.	• Planning, asking and answering questions. • Beginning to use conversational phrases for purposeful dialogue. • Developing extended sentences to justify a fact or opinion. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Creating and presenting a monologue, dialogue or role-play. • Giving a presentation drawing upon learning from a number of previous topics. • Begin to predict spelling patterns. • Adapting model sentences to express different ideas. • Writing a short text using a model or scaffold. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. • Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. • Using adapted phrases to describe an object, person or place. • Selecting or generating the correct form of an adjective that agrees with the singular or plural noun it is describing. • Using adapted phrases to describe an object, person or place. • Recognising and using a wide range of descriptive phrases.
Cultural Awareness	• To know that in Spanish there are formal and informal greetings. • To know about traditional festivals in Pamplona, Spain. • To know some playground games played in Spanish-speaking countries. • To know about the architecture of Barcelona and Granada. • To know the names of some of the cities in Spain. • To know that Spanish is spoken in different countries around the world. • To know the names of some Spanish-speaking countries in Latin America. • To know some similarities and differences between Mexican and British birthday celebrations. • To know some typical Spanish food and drink. • To know about some Spanish festivals happen throughout the year. • To know that Sevillanas is a type of music and dance which originated in Spain. • To know some of the geographical features of Spain. • To know about the location and wildlife of the Amazon. • To know about different natural features of Peru.	• To know some traditional sports that are played in the Spanish-speaking world. • To know about the Cubist movement and key Cubist artists in Spain. • To know about the Ancient Maya civilisation and its traditions. • To know about some key Spanish cities and how to describe their location within Spain. • To know some important cultural landmarks in the Spanish-speaking world. • To know key geographical features of the South American continent. • To know about global environmental problems affecting South America. • To know about a traditional Spanish market. • To know that the currency used in Spain is Euros and to recognise some of the notes and coins. • To know about typical seasonal activities in Spain. • To know about the cities of the Ancient Maya and their key landmarks.