

# ¡Hola!

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# Spanish

Progression of knowledge, skills and vocabulary

Kapow  
Primary™

# Introduction

This document gives an overview of the key knowledge covered in each knowledge strand of our Spanish scheme of work (**Phonics**, **Vocabulary** and **Grammar**) and how this builds across the year groups.

For **Vocabulary** we have made the decision to show only key Spanish vocabulary and structures on this document, rather than listing all the vocabulary used in a unit. This is because it is the structures which are progressive and able to be used in different contexts and therefore are more valuable for children to retain. Where we feel that the 'topic vocabulary' is particularly important for pupils to retain we have added this on in **blue**, but at times it may be that they only retain relevant vocabulary for themselves (e.g. food they love/strongly dislike; family members from their own families etc.)

This document shows how we would expect pupils to progress in their application of this knowledge when dealing with **Language comprehension** and **Language production** in order to meet the end of key stage attainment targets set out in the National curriculum.

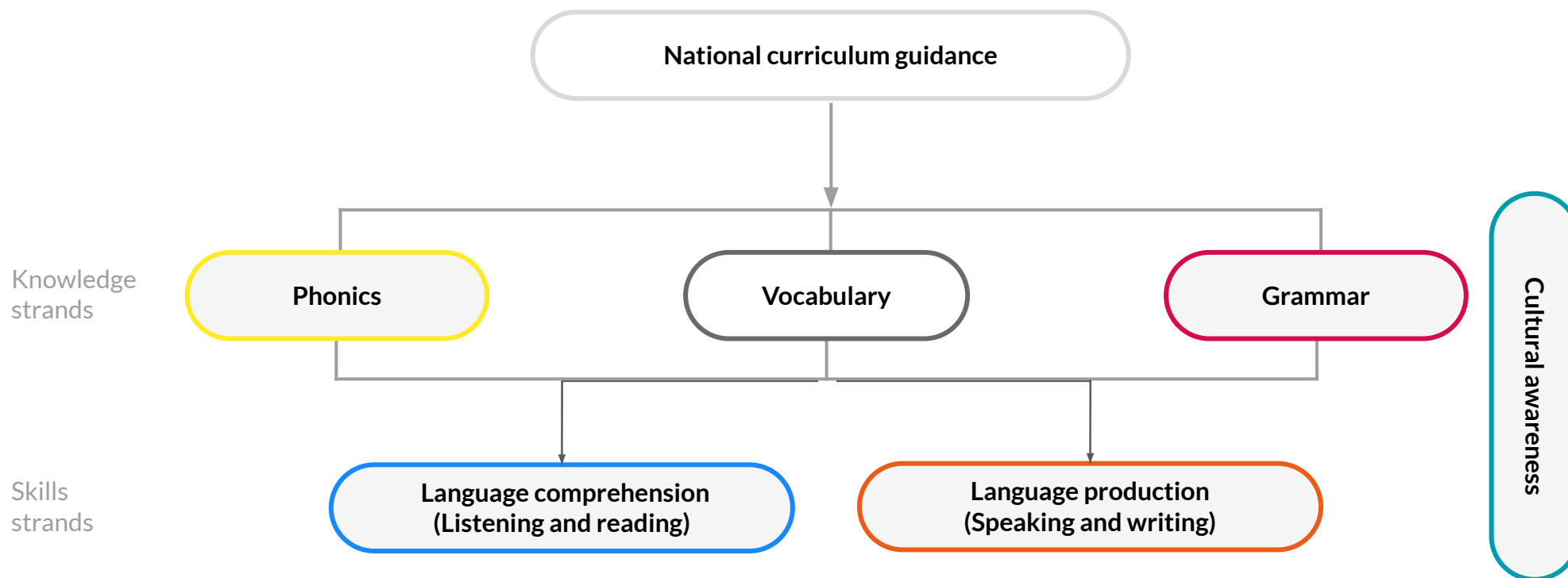
Please see our [Spanish: Long-term plan](#) for more information about the design of our Spanish curriculum.

Our key documents are regularly updated to reflect changes to content on our website. This version was created on 30.11.23. Please check [here](#) for the latest version.

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# How is the Spanish scheme of work organised?

From the Ofsted research review: languages, we have identified three knowledge strands or 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



National Curriculum	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</b></p>	<p>To become familiar with the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, h, g, j, ñ, d, b, v, ll and y (which differ from their pronunciation in English).</p> <p>To recognise that some letters carry accents.</p> <p>To know accents can go on any of the vowels in Spanish and indicate that the vowel should be stressed.</p> <p>To know that a tilde is the wavy line over the 'n' (as in <b>años</b>) that changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon).</p>	<p>To identify sounds created by linking some of the key phonemes. ai , ei , oi, ui, au, eu, ia, ie, io, iu, ua, ue, uo.</p>	<p>To begin to know how words are broken into syllables.</p>	<p>To begin to know rules for where to put stress on a word.</p>

Year 3	Autumn 1 Spanish greetings with puppets		Spring 1 Shapes and colours in Spanish		Summer 1 Where do you live in Spain?	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>¡Hola! Buenos días. Buenas tardes. Buenas noches. Adiós.</p> <p>¿Cómo te llamas? Me llamo</p> <p>¿Qué tal? muy bien mal fantástico ¿Y tú?</p> <p>Sí No</p>	<p>Hello! Good morning. Good afternoon. Goodnight. Goodbye.</p> <p>What's your name? My name is...</p> <p>How are you? very good bad fantastic And you?</p> <p>Yes No</p>	<p>¿Qué es esto? Es un ... ¿Qué color es? y</p> <p>amarillo azul blanco naranja negro rojo verde violeta</p>	<p>What is this? It is a ... What colour is it? And</p> <p>yellow blue white orange black red green purple</p>	<p>dónde vivo vives</p> <p>¿Dónde vives? Vivo en ...</p>	<p>Where I live You live</p> <p>Where do you live? I live in...</p> <p><b>Different types of housing</b></p>
	Autumn 2 Spanish numbers and ages		Spring 2 Classroom objects in Spanish		Summer 2 Journey around Latin America	
<p>cuántos años tengo / tienes más menos</p> <p>¿Cuántos años tienes? Tengo...años.</p> <p>uno dos tres cuatro cinco seis siete ocho nueve diez once doce</p>	<p>how many years I have / you have more / add less / minus</p> <p>How old are you? I am ... years old.</p> <p>one two three four five six seven eight nine ten eleven twelve</p>	<p>no tengo una</p> <p>y pero en mi</p> <p>¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Abrid! ¡Cerrad! ¡Sentaos! ¡Levantaos!</p> <p>¿Qué tienes...?</p>	<p>I don't have Indefinite article 'a' for feminine nouns and but in my</p> <p>Listen! Look! Speak! Read! Open! Close! Sit down! Stand up!</p> <p>What do you have?</p> <p><b>Classroom objects</b></p>	<p>voy vas a está</p> <p>¿Adónde vas?</p> <p>¿Cómo vas? Voy en/a</p> <p>lunes martes miércoles jueves viernes sabado domingo</p>	<p>I go you go to it is (position)</p> <p>Where are you going (to)?</p> <p>How are you going? I'm going by ...</p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>	

Year 4	Autumn 1 Dates in Spanish		Spring 1 In a Spanish café		Summer 1 Weather in Spain	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>cuándo mi tu cumpleaños el de</p> <p>¿Qué mes es? Es...? Si./No. ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San ...? Cumplo... años.</p>	<p>when my your birthday the of</p> <p>What month is it? Is it...? Yes./No. What is the date? When is your birthday?</p> <p>My birthday is the 4th of December. When is St ...'s day?</p> <p>I am turning ... years old.</p> <p><b>Numbers 13-31 Months of the year</b></p>	<p>quiero quieres beber comer para por favor gracias con</p> <p>¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes.</p> <p>primer plato segundo plato ¡Qué aproveche!</p>	<p>I want you want to take (to drink) to eat for /in order to please Thank you with</p> <p>What do you want to drink/eat? I want ... And to eat? Here you are.</p> <p>first course second course Enjoy your meal!</p> <p><b>Names of café food and drink</b></p>	<p>tiempo hace hoy</p> <p>el norte el sur el este el oeste</p> <p>¿Qué tiempo hace hoy?</p>	<p>weather make/do today</p> <p>it is in ...</p> <p>the North the South the East the West</p> <p>What's the weather like today?</p> <p><b>Types of weather</b></p>
	Autumn 2 Pets in Spanish		Spring 2 Spanish celebrations		Summer 2 The Amazon rainforest	
<p>pequeño /a grande lento/a rápido/a travieso/a obediente mono/a feroz tranquilo/a energético/a amistoso/a tímido/a ¿Tienes una mascota? Tengo un/una ...</p>	<p>small big slow fast naughty obedient cute fierce calm energetic friendly shy</p> <p>Do you have a pet? I have a ...</p> <p><b>Names of animals.</b></p>	<p>me gusta no me gusta hacer bailar escuchar música cantar comer tarta beber jugar salir dibujar correr hacer una fiesta Romper una piñata Tocar la guitarra</p> <p>¿Qué te gusta hacer el día de tu cumpleaños? Me gusta bailar.</p>	<p>I like I don't like to do to dance to listen to music to sing to eat cake to drink to play to go out To draw to have a party to make a piñata To play the guitar</p> <p>What do you like to do on your birthday? I like to dance.</p>	<p>hay mucho muy vamos</p> <p>Vamos a caminar. ¿Dónde está? Está en el norte etc.</p>	<p>there is/are alot very we are going</p> <p>We are going to walk.</p> <p>Where is it? It's in the north.</p> <p><b>Names of rainforest animals.</b></p> <p><b>South American county names.</b></p>	

Year 5	Autumn 1 Describing family and friends in Spanish		Spring 1 Sports in Spanish		Summer 1 A trip across Spain	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>mi quién se llama tiene vive en le gusta soy éll ella elle</p> <p>pintar dormir lavar los platos limpiar cocinar leer libros ver la tele escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos?</p> <p>Soy hijo/a único/a.</p>	<p>my (singular) who he/she is called he/she has he/she lives in he/she likes I am he she they (a gender neutral pronoun used by some Spanish speakers) to paint to sleep to wash the dishes to clean to cook to read books to watch the tv to write Who is it? This is my... It's my mother's father</p> <p>Do you have any brothers or sisters? I'm an only child.</p>	<p>deporte juego al/a la juegas al/a la juega al/a la hago haces hace anotar animar atrapar botar cabecear golpear lanzar meter patear rodar</p> <p>¿Juegas al/a la...? ¿Haces...?</p>	<p>sport I play you play he/she plays I do you do he/she does to score to encourage to catch to bounce to head to hit to throw to get (in) to kick to roll</p> <p>do you play...? do you do...? <b>Names of different sports.</b></p>	<p>caminar dormir ver descansar ir</p> <p>Voy a + infinitive</p>	<p>to walk to sleep to see to rest to go</p> <p>I am going to + infinitive</p>
	Autumn 2 Spanish portraits		Spring 2 Spanish food and drink		Summer 2 Saving South America	
<p>los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.</p> <p><b>Names of different facial features.</b></p>	<p>eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses.</p>	<p>Me gustan los/las</p> <p>mezcla echa bate deja</p>	<p>I like + plural the (definite article for m. and f. plural)</p> <p>mix put in stir leave</p> <p><b>Names of different types of food and drink</b></p>	<p>más Creo que... En mi opinion ...</p> <p>El/la (noun) es más (adjective) que (noun). e.g. La rana es más pequeña que el jaguar.</p> <p>Hay mas (noun) que (noun). e.g. Hay menos jaguars que monos.</p>	<p>more (adjective) I think that... In my opinion...</p> <p>The (noun) is more (adjective) than (noun). e.g. The frog is smaller than the jaguar.</p> <p>There is/are more (noun) than (noun). e.g. There are less jaguars than monkeys.</p>	

Year 6	Autumn 1 Clothes in Spanish		Spring 1 Household tasks in Spanish		Summer 1 Freetime activities in Spain	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>unos/unas porque</p> <p>deportivo cómodo suelto bonito elegante impermeable formal tradicional ¿Qué lleva?</p>	<p>some because</p> <p>sports comfortable loose/baggy pretty elegant/stylish/smart waterproof formal traditional What is he/she wearing? <b>Items of clothing.</b></p>	<p>bastante demasiado</p> <p>peligroso desagradable</p> <p>para</p>	<p>quite too</p> <p>dangerous unpleasant</p> <p>in order to / for</p> <p><b>Jobs around the house</b></p>	<p>tiempo libre ir</p> <p>¿Qué te gusta hacer en tu tiempo libre?</p> <p>Me gusta ir al/a la...porque me gusta + infinitive ...</p> <p>Me gusta + infinitive más que + infinitive</p>	<p>free-time to go</p> <p>What do you like to do in your freetime?</p> <p>I like to go to the ... because I like to...</p> <p>I like to ... more than to...</p>
	Autumn 2 School life in Spanish		Spring 2 Shopping in Spain		Summer 2 Maya city treasure hunt	
<p>encantar ser son</p> <p>¿Por qué?</p> <p>divertido aburrido lógico interesante útil inútil fácil Difícil</p>	<p>to love to be they are</p> <p>Why?</p> <p>fun boring logical interesting useful useless easy difficult</p> <p><b>Names of school subjects</b></p>	<p>¿Cuánto/a/os/as ? kilo algo euros aquí al lado de enfrente de atrás de entre</p> <p>¿Cuánto/a/os/as quieres?</p> <p>Un kilo de... ¿Cuánto es?</p> <p>Es... euros. ¿Dónde está la panadería? Está aquí. Está enfrente de la carnicería.</p>	<p>How much/ many? kilo something euros here next to the ... opposite behind between</p> <p>How much/many do you want?</p> <p>A kilo of ... How much is it?</p> <p>It's...euros. Where is the bakery?</p> <p>It's here. It's in front of the butcher's.</p> <p><b>Multiples of 10 Numbers 31-100</b></p>	<p>llego a la izquierda a la derecha cerca de lejos de encima de debajo de sigue todo recto para toma la primera la segunda un paso atrás al frente</p> <p>Aquí hay...</p> <p>¿Cómo llego...?</p>	<p>I get to (I arrive) to the left to the right near to far from above below go (continue) straight on stop take the first the second One step backwards forwards</p> <p>Here, there is/are...</p> <p>How do I get to ...?</p>	



	Year 3	Year 4	Year 5	Year 6
<b>Terminology</b>	noun cognate masculine feminine adjectives conjunction negative verb	compound words adjectival agreement indefinite article infinitive future tense definite article	subject pronouns first, second, third person singular imperative verbs preposition plural comparative adjectives	adverbs prepositional phrases.
<b>Feminine and masculine forms:</b>  <b>Nouns</b>  (including articles, pronouns and plural formation)	To understand that every Spanish noun is either masculine or feminine.  To know that the gender affects the form of the indefinite article <b>un</b> or <b>una</b> .  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 <b>el</b> for masculine singular nouns, and <b>la</b> for feminine singular 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.	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 <b>los</b> for masculine plural nouns and <b>las</b> for feminine plural nouns.  To know that we can compare nouns by placing <b>más/ menos</b> and <b>que</b> around the adjective of comparison e.g. <b>La rana es más pequeño que el jaguar.</b>  To know that we can compare quantities of nouns by placing <b>hay más/ menos</b> and <b>que</b> before and after the first noun in the sentence e.g. <b>Hay menos ranas que monos</b> or <b>Hay menos oxígeno que antes.</b>	To know that if a word is plural, we cannot use <b>un</b> or <b>una</b> and instead use <b>unos</b> and <b>unas</b> (some).  To know whether to use the pronouns <b>el</b> 'he' or <b>ella</b> 'she' (or the gender neutral pronoun <b>elle</b> ) when describing someone.
<b>Feminine and masculine forms:</b>  <b>Adjectives</b>  (position and agreement)	To know that most adjectives are positioned after the noun in Spanish e.g. <b>un gato negro.</b>	To know that the ending of an adjective often changes according to the gender of the noun it describes.  To know that a few adjectives can be positioned in front of the noun in Spanish e.g. <b>bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.</b>  To know that when standalone adjectives are used, such as when saying <b>es fantástico</b> , we always use the singular masculine form of the adjective.	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.

	Year 3	Year 4	Year 5	Year 6
<b>Verbs (including conjugation and negation)</b>	<p>To begin to know some common verbs in the present tense.</p> <p>To know that placing <b>no</b> before the verb makes it negative.</p> <p>To know that <b>está</b> is another way of saying 'it is' and is used to describe position.</p>	<p>To know that the infinitive of a verb in Spanish e.g. <b>comer (to eat)</b> means 'to do something'.</p> <p>To know that when expressing likes and dislikes about a noun, <b>me gusta</b> is followed by the definite article (<b>el</b> or <b>la</b>) then the noun e.g. <b>Me gusta el flamenco.</b></p> <p>To know that <b>me gusta</b> + infinitive of a verb describes what you like to do.</p> <p>To recognise that the infinitive of all verbs in Spanish end in either -ar, -er or -ir.</p>	<p>To know that the ending of verbs change according to the subject.</p> <p>To know how to form the first person, second person and third person of the verb <b>vivir.</b></p> <p>To know how to form the first person, second person and third person of the verb <b>tener, llamarse and gustar.</b></p> <p>To know that we use the verb <b>jugar</b> (to play) with some sports and <b>hacer</b> (to make) with other sports.</p> <p>To recognise the first person, second person and third person of common verbs.</p> <p>To know the rules for forming the imperative form of regular verbs.</p> <p>To know that when expressing likes and dislikes about plural nouns, <b>me gustan</b> is followed by the definite articles (<b>los</b> or <b>las</b>) then the noun e.g. <b>Me gustan las manzanas.</b></p> <p>To know that <b>voy a</b> + infinitive is a way of constructing the future tense as in 'I am going to do something.'</p>	<p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as <b>tener</b> (to have) and <b>ser</b> (to be).</p> <p>To conjugate the verb <b>ser.</b></p> <p>To conjugate the verb <b>ir - to go</b>, depending on the pronoun.</p> <p>To know that I can compare verbs by placing <b>más/menos</b> and <b>que</b> between the two verbs that are being compared(e.g. <b>Me gusta leer más que ver la télé, me gusta ir al cine más que ir al parque.</b>)</p> <p>To know that, for regular verbs, the singular imperative verb (tu) is formed by taking the s off the second person singular of a verb e.g. <b>parar becomes para</b> (stop).</p> <p>To know that I can express preferences about two nouns by placing <b>más/menos que</b> between the two items being compared e.g. <b>Me gusta la historia más que el arte.</b></p> <p>To know that I can compare verbs by placing <b>más/menos</b> and <b>que</b> between the two verbs that are being compared(e.g. <b>Me gusta leer más que ver la télé, me gusta ir al cine más que ir al parque.</b>)</p>

	Year 3	Year 4	Year 5	Year 6
<p><b>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</b></p>	<p>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. <b>¿Cuántos años tienes?/ ¡Muy bien!</b></p> <p>To know that the word order is sometimes different in Spanish compared to English.</p> <p>To know that we can use conjunctions such as <b>y</b> (and) and <b>pero</b> (but) to join clauses.</p> <p>To begin to recognise some prepositions in Spanish.</p> <p>To know that <b>en</b> is usually used as a preposition when the mode of transport is something you get into e.g. <b>en tren</b> whereas <b>a</b> is usually used when you are not getting into a form of transport e.g. <b>a pie</b> which means 'on foot'.</p>	<p>To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the <b>y</b> (and) conjunction to say the equivalent of 'thirty and one' e.g. <b>treinta y uno</b>.</p> <p>To know that numbers such as <b>dieciseis</b> in Spanish are basically a compound version of 'diez y seis' (ten and six) like <b>veintiuno</b> is a compound version of <b>veinte y uno</b>.</p> <p>To know that I can use <b>hay</b> to mean 'there is' or 'there are'.</p> <p>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.</p> <p>To know that <b>para</b> is a preposition that, when followed by an infinitive, means 'in order to'.</p>	<p>To know that possessive adjectives are the same for both masculine and feminine singular nouns in Spanish.</p> <p>To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say <b>el padre de mi madre</b> (the father of my mother).</p> <p>To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. <b>¿Tiene ojos azules? ¿Es Ana?</b></p> <p>To know that some American and English words are borrowed by the Spanish such as <b>el tenis and el beisbol</b>.</p> <p>To know that when the preposition <b>a</b> is followed by <b>el</b>, the contraction <b>al</b> is used e.g. <b>juego al tenis</b>.</p>	<p>To know that <b>porque</b> (because) can be used to extend a sentence and give a justification.</p> <p>To know that <b>demasiado, muy</b> and <b>bastante</b> are all adverbs that are placed before an adjective to express its intensity e.g. <b>es demasiado aburrido</b>.</p> <p>To know that there are four forms of the question word <b>cuánto</b> that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine.</p> <p>To know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix <b>-mente</b>.</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Listen attentively to spoken language and show understanding by joining in and responding.</b>	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short audio passages to give an appropriate response.	Listening and following the gist of information from an extended audio passage using language detective skills.
<b>Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.</b>	Listening and noticing rhyming words when joining in with songs.  Beginning to notice common spelling patterns.		Independently identifying rhyming words and spelling patterns when joining in with songs.  Beginning to predict spelling patterns.	
<b>Appreciate stories, songs, poems and rhymes in the language.</b>	Reading aloud some words from simple songs, stories and rhymes.	Following a short text or rhyme, listening and reading at the same time.	Reading and responding to a range of authentic texts.	Reading short authentic texts for enjoyment or information.
<b>Read carefully and show understanding of words, phrases and simple writing.</b>	Recognising some familiar Spanish words in written form.  Beginning to understand and notice cognates.	Recognising some familiar Spanish words when written in a short phrase.  Identifying and discussing cognates and beginning to explore various language detective strategies.	Identifying key information in simple writing.  Using a range of language detective strategies to decode new vocabulary including context and text type.	Identifying and extracting key information in a range of authentic texts.  Reading and using language detective skills to assess meaning including sentence structure.
<b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>	Becoming familiar with format, layout and simple use of a bilingual dictionary.  Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.  Using contextual clues and cues to gist and make predictions about meanings.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.  Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building.  Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>	<p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p>	<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences including justification.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p>	<p>Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p>
<b>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</b>	<p>Using short phrases to give information.</p> <p>Recognise and repeat phrases from familiar rhymes and songs.</p>	<p>Using a model to form a spoken sentence.</p> <p>Beginning to adapt phrases from a rhyme/song.</p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p>	<p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p>
<b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b>	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>		<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p>	
<b>Present ideas and information orally to a range of audiences.</b>	<p>Introducing self to a partner with simple phrases.</p>	<p>Rehearsing and performing a short role-play.</p>	<p>Creating and presenting a dialogue or role-play.</p>	<p>Giving a presentation drawing upon learning from a number of previous topics.</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b>	Recalling and writing simple words from memory.	Selecting and writing short words and phrases.	Adapting model sentences to express different ideas.	Using existing knowledge of vocabulary and phrases to create new sentences.
<b>Use familiar vocabulary in phrases and simple writing.</b>	Experimenting with simple writing, copying with accuracy.	Making short phrases or sentences using word cards.	Writing a short text using word and phrase cards to model or scaffold.	Constructing a short text on a familiar topic.
<b>Describe people, places and things and actions orally and in writing.</b>	Recognising and using adjectives of colour and size.	Using different adjectives with a singular noun, with correct positioning and agreement.  Choosing appropriate adjectives from a wider range of adjectives.	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 or person.	Generating the correct form of an adjective that agrees with the singular or plural noun it describes.  Recognising and using a wide range of descriptive phrases.

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Recognising similarities and differences between customs and traditions in Spain and the UK.</p> <p>Showing awareness of the capital and identifying some key cultural landmarks.</p>	<p>To know that in Spanish there are formal and informal greetings.</p> <p>To know some playground games played in Spanish-speaking countries.</p> <p>To know the names and locations of some of the cities in Spain.</p> <p>To know that Spanish is spoken in different countries around the world.</p> <p>To identify some Spanish-speaking countries.</p>	<p>Comparing the weather between Spain and the UK.</p> <p>Recognising typical Spanish food and drink.</p> <p>Identifying key issues that affect the Spanish-speaking world.</p>	<p>To know some similarities and differences between Mexican and British birthday celebrations.</p> <p>To know that some Spanish festivals happen throughout the year.</p> <p>To know that flamenco is a type of music and dance which originated in Spain.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Recognising traditional sports that are played in the Spanish-speaking world.</p> <p>Comparing eating habits between Spain and the UK.</p> <p>Identifying key geographical features of the South American continent.</p> <p>Comparing geographical features and climates in South America.</p> <p>Recognising the effects of climate change in some Spanish speaking countries.</p>	<p>To know about some key cultural activities in Spain and Latin America.</p> <p>To know some key figures from Spanish history and culture.</p>	<p>Comparing forms of dress amongst Spanish-speaking countries.</p> <p>Asking questions and making insightful commentary on cultural differences, including some understanding of stereotype.</p> <p>Comparing freetime activities in Spain and the UK.</p>	<p>To know some similarities and differences between Spanish and UK schools.</p> <p>Comparing shops and markets of Spain and UK.</p> <p>To know that the currency used in Spain is Euros and to recognise some of the notes and coins.</p> <p>To know some important cultural landmarks in the Spanish-speaking world.</p>