

# ¡Hola!

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# Spanish

Progression of knowledge, skills and vocabulary — mixed-age

Kapow  
Primary™

# Introduction

This document gives an overview of the key knowledge covered in each knowledge strand of our mixed-age Spanish scheme of work (**Phonics**, **Vocabulary** and **Grammar**) and how this builds from Year 3/4 to Year 5/6.

For **Vocabulary** (Coming soon!) 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.

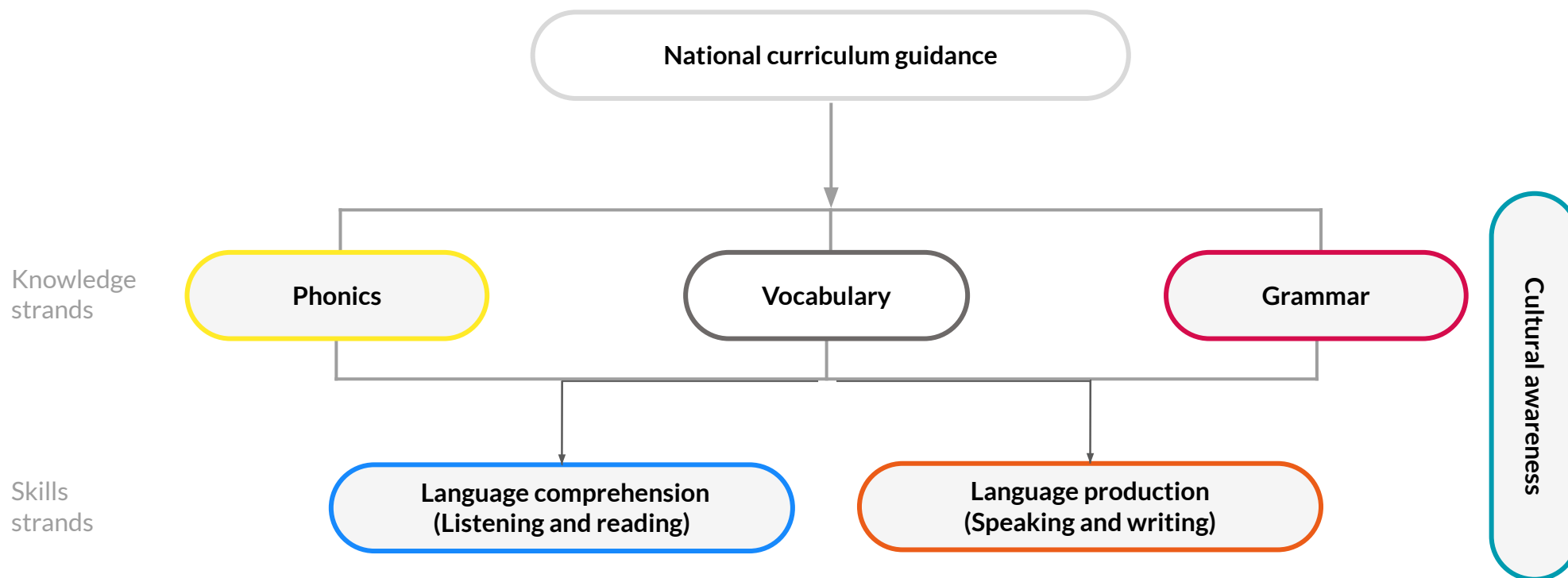
Please see our [Spanish: Long-term plan – mixed-age](#) for more information about the design of our Spanish curriculum.

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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 3/4	Year 5/6
<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 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 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 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 3/4	Year 5/6
<b>Terminology</b>	noun cognate masculine feminine adjectives conjunction negative verb	compound words adjectival agreement indefinite article infinitive future tense definite article
<b>Feminine and masculine forms:</b>  <b>Nouns</b>  (including articles, pronouns and plural formation)	To know 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 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 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 I can use <b>más</b> or <b>menos que</b> to make comparisons e.g. <b>Hay menos glaciares que antes</b> - there are fewer glaciers than before.  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.  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).
<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</b> - <b>un buen día</b> , <b>malo</b> - <b>hace mal tiempo</b> , <b>primero</b> - <b>el primer plato</b> , <b>tercero</b> - <b>la tercera persona</b> , <b>grande</b> - <b>el gran momento</b> .	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 3/4	Year 5/6
Verbs (including conjugation and negation)	<p>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 the infinitive of a verb in Spanish e.g. <b>comer (to eat)</b> means 'to do something'.</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 <b>está</b> is another way of saying 'it is' and is used to describe position.</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 know how 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 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 pescado</b>.</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 los tomates</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 the rules for conjugating a range of regular verbs in the present tense.</p> <p>To know that some verbs do not follow regular patterns, such as <b>tener</b> (to have), <b>ser</b> (to be) and <b>ir</b> (to go).</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>

	Year 3/4	Year 5/6
<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 <b>hay</b> can be used 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 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> <p>To know that some prepositional phrases can function as time adverbials e.g. <b>durante el recreo</b> - during the break.</p>

National Curriculum	Year 3/4	Year 5/6
<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b></p>	<p>Listening and responding to single words, short phrases and full sentences.</p>	<p>Listening and inferring information from audio passages using language detective skills.</p>
<p><b>Appreciate stories, songs, poems and rhymes in the language.</b></p>	<p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p>	<p>Reading short authentic texts for enjoyment or information.</p>
<p><b>Read carefully and show understanding of words, phrases and simple writing.</b></p>	<p>Recognising some familiar Spanish words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Beginning to explore various language detective strategies.</p>	<p>Identifying and extracting key information in a range of authentic texts.</p> <p>Reading and using language detective skills to assess meaning including context, text type and sentence structure.</p>
<p><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></p>	<p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using visual and contextual clues and cues to gist and make predictions about meanings.</p>	<p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.</p>



National Curriculum	Year 3/4	Year 5/6
<p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p>	<p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p> <p>Recognising, asking, and answering simple questions.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p>	<p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Planning, asking and answering questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p>
<p><b>Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.</b></p>	<p>Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</p> <p>Beginning to notice common spelling patterns.</p>	<p>Beginning to predict spelling patterns.</p>
<p><b>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p>	<p>Using short phrases to give information.</p> <p>Recognising, repeating and adapting phrases from rhymes and songs.</p> <p>Using a model to form a spoken sentence.</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>
<p><b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b></p>	<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>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>
<p><b>Present ideas and information orally to a range of audiences.</b></p>	<p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short role-play.</p>	<p>Creating and presenting a monologue, dialogue or role-play.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p>

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

Year 3/4

- 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 the Spanish tradition of **menú del día**.
- 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.

Year 5/6

- 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.