

# Modern Foreign Language (Spanish) Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Listening				
Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Listen to and enjoy short stories, nursery rhymes &amp; songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p><i>Learners will be able to:</i></p> <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p><i>Learners will be able to:</i></p> <p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p><i>Learners will be able to:</i></p> <p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to listen to a substantial text at native speed and pick out familiar words or cognates to derive meaning.</p>

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Speaking				
Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</p>	<p><i>Learners will be able to:</i></p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply when required.</p>	<p><i>Learners will be able to:</i></p> <p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p><i>Learners will be able to:</i></p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to engage in longer conversations across familiar topics.</p>

Reading				
Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p>	<p><i>Learners will be able to:</i></p> <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics &amp; Pronunciation Lessons 1 &amp; 2'.</p> <p>Understand most of what we read in the foreign language</p>	<p><i>Learners will be able to:</i></p> <p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase knowledge of phonemes and letter strings using</p>	<p><i>Learners will be able to:</i></p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to decode substantial texts using bilingual dictionaries and gist reading,</p>

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	when it is based on familiar language.	knowledge learnt from 'Phonics Lessons 1 to 3'.		
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Writing				
Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Write familiar words &amp; short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.</p>	<p><i>Learners will be able to:</i></p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.</p>	<p><i>Learners will be able to:</i></p> <p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p><i>Learners will be able to:</i></p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to write an extended piece of text using language across units and sourcing own new language.</p>

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Grammar				
Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</p>	<p><i>Learners will be able to:</i></p> <p>Better understand the concept of gender and which articles to use for meaning (<b>EG:</b> 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (<b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p><i>Learners will be able to:</i></p> <p>Revision of gender and nouns and learn to use and recognise the terminology of articles (<b>EG:</b> definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.</p>	<p><i>Learners will be able to:</i></p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<b>EG:</b> which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - regular <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to use a wider range of adjectives, connectives/conjunctions and regular verbs and also understand and use a variety of irregular verbs.</p>

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Culture				
Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Show understanding of:</p> <p>Christmas in Spain – Basic Vocab</p> <p>Easter in Spain – Basic Vocab</p> <p>La Tomatina Festival in Spain</p>	<p><i>Learners will be able to:</i></p> <p>Show understanding of:</p> <p>Christmas in Spain – How is it celebrated within a typical Spanish home.</p> <p>Easter in Spain – How is it celebrated within a Spanish home</p> <p>Las Fallas de Valencia Festival in Spain</p>	<p><i>Learners will be able to:</i></p> <p>Show understanding of:</p> <p>Christmas in Spain – How is Christmas celebrated across Spain.</p> <p>Easter in Spain – How is it celebrated across Spain.</p> <p>La Fiesta de San Fermin Festival in Spain</p>	<p><i>Learners will be able to:</i></p> <p>Show understanding of:</p> <p>Christmas in Spain – Writing Spanish Christmas cards to a Spanish school.</p> <p>Easter in Spain – How is it celebrated across different Spanish speaking countries.</p> <p>El día de los Muertos Festival in Spain</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to independently research other cultural events across Spanish speaking countries and compare and contrast cultural events with those of their own.</p>

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Vocabulary				
Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Understand numbers 1-10 and be able to say, read and write them.</p> <p>Be familiar with the days of the week and be able to say them and recognise them in written form.</p> <p>Use simple greetings (e.g. saying hello and goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).</p>	<p><i>Learners will be able to:</i></p> <p>Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</p> <p>Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, simple classroom commands etc.)</p> <p>Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, classroom objects, clothes)</p> <p>Understand and use adjectives to describe</p>	<p><i>Learners will be able to:</i></p> <p>Understand and use the alphabet to assist in correct spelling and pronunciation.</p> <p>Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</p> <p>Be able to say, read and write the date including the day, number and month of the year, and be familiar with numbers from 1-100 in multiples of 10 as well as all numbers from 1-31.</p> <p>Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times or occasions).</p>	<p><i>Learners will be able to:</i></p> <p>Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</p> <p>Be able to identify and tell the time (in speaking, listening, reading and writing exercises), including full hour times, quarter past the hour, half past the hour and quarter to the hour.</p> <p>Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)</p> <p>Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to recall and use confidently all taught vocabulary.</p>

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<p>Use simple adjectives (e.g. colours).</p> <p>Use some simple verbs in the first person "I" form (e.g. I am and I play).</p>	<p>people, places, things and themselves (e.g. family members, their age, nationality, where they live).</p>	<p>Understand and communicate simple descriptions orally and in writing (e.g. of a person, a place, the weather).</p> <p>Study cross-curricular topics (e.g. habitats, planets) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language.</p>	<p>Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)</p> <p>Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive, ensuring nouns and adjectives agree.</p> <p>Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)</p> <p>Study cross-curricular topics (e.g. Olympic games) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language.</p>	
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