

¡Hola!

Spanish

Progression of knowledge, skills and vocabulary—condensed



¡Hola!



Kapow
Primary™

Introduction

This document gives an overview of the key knowledge covered in each knowledge strand of our Spanish condensed 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.

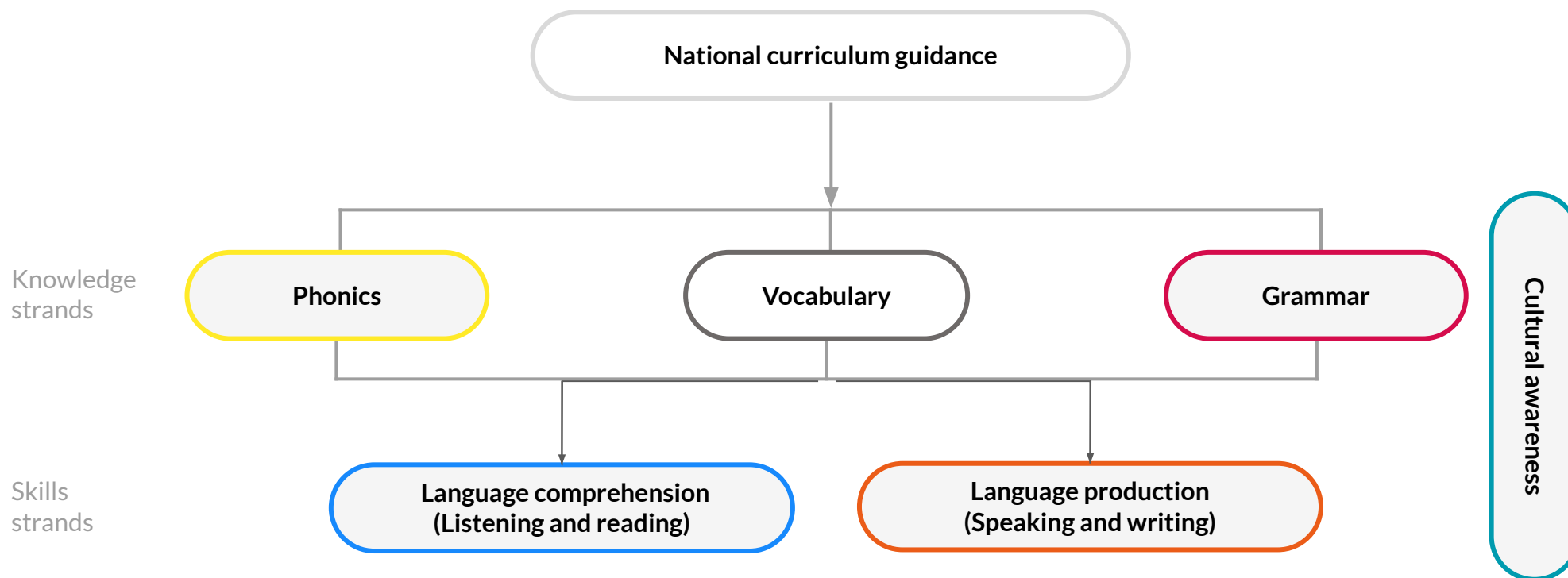
Please see our [Spanish: Long-term plan – condensed](#) for more information about the design of our Spanish curriculum.

Our key documents are regularly updated to reflect changes to content on our website. This version was created on 21.08.24. 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>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>To know the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, g, j, ñ, d, b, v and y.</p> <p>To know that some letters carry accents.</p> <p>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).</p>	<p>To identify sounds created by linking some of the key phonemes.</p>	<p>N/A</p>	<p>To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.</p>

Year 3	Autumn Spanish greetings with puppets		Spring Shapes and colours in Spanish		Summer Classroom objects in Spanish	
<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>no tengo una</p> <p>pero en mi mochila</p> <p>¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Escribid! ¡Repetid! ¡Sentaos! ¡Levantaos!</p> <p>¿Qué tienes...?</p>	<p>I do not have Indefinite article 'a' for feminine nouns</p> <p>but in my rucksack</p> <p>Listen! Look! Speak! Read! Write! Repeat! Sit down! Stand up!</p> <p>What do you have?</p> <p>Classroom objects</p>
	<p>Spanish numbers and ages</p>		<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>		

Year 4	Autumn Journey around Latin America		Spring Dates in Spanish		Summer Pets in Spanish	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>voy vas a</p> <p>¿Adónde vas?</p> <p>¿Cómo vas? Voy en/a</p> <p>lunes martes miércoles jueves viernes sábado domingo</p>	<p>I go/I am going you go/you are going to</p> <p>Where are you going?</p> <p>How are you going? I'm going by ...</p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p>Names of some Spanish-speaking regions and countries</p>	<p>cuándo mi tu cumpleaños el/la de</p> <p>¿Qué mes es? Es...? Sí./No. ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San...? Cumpló... 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>Numbers 13-31 Months of the year</p>	<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 Do you have a pet? I have a ... Names of animals.</p>

Year 5	Autumn In a Spanish café		Spring Spanish celebrations		Summer Describing family and friends in Spanish	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>quiero quieres beber comer para por favor gracias con</p> <p>¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes. primer plato segundo plato ¡Qué aproveche!</p>	<p>I want you want 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. first course second course Enjoy your meal!</p> <p>Names of café food and drink</p>	<p>me gusta no me gusta me gusta mucho bailar cantar comer correr dibujar escuchar música hacer jugar lanzar recibir tocar la guitarra ver salir ¿Te gusta ...?</p>	<p>I like I don't like I like a lot to dance to sing to eat to run to draw to listen to music to do to play to throw to receive to play the guitar to see/watch to go out Do you like ...?</p>	<p>quién se llama tiene vive en le gusta él ella elle</p> <p>pintar dormir lavar los platos limpiar cocinar leer libros escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos?</p> <p>Soy hijo/a único/a.</p>	<p>who he/she is called he/she has he/she lives in he/she likes 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 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>Names of different family members.</p>

Year 6	Autumn Spanish portraits		Spring Spanish food and drink		Summer A trip across Spain	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.</p> <p>Names of different facial features.</p>	<p>eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses.</p>	<p>Me gusta(n). No me gusta(n). Me gusta(n) mucho. ¿Te gusta(n) ...? Le gusta(n) ¿A quien le gusta(n)? A John. ¿Qué me recomiendas?</p> <p>Te recomiendo... ¿Qué te gusta(n) más ... o...? ¿Qué tipo de ... ?</p>	<p>I like it/them. I don't like it/them. I like it/them a lot. Do you like it/them? He/she/it likes it/them. Who likes it/them? John does. What do you recommend? I recommend ... What do you like more: ... or ...?? What type of ...?</p> <p>Names of different types of food and drink.</p>	<p>el noreste el sureste el noroeste el suroeste cerca de descansar pasear por subir ir nadar visitar también</p> <p>voy a + infinitive</p>	<p>the northeast the southeast the northwest the southwest near to relax to stroll along or around to go up to go to swim to visit also</p> <p>I am going to + infinitive</p>

	Year 3	Year 4	Year 5	Year 6
Terminology	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	N/A
Feminine and masculine forms: Nouns (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 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 how to 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 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 plural nouns referring to nouns of mixed gender always take the masculine form. To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone.	N/A
Feminine and masculine forms: Adjectives (position and agreement)	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. To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día , malo - hace mal tiempo , primero - el primer plato , tercero - la tercera persona , grande - el gran momento .*	To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día , malo - hace mal tiempo , primero - el primer plato , tercero - la tercera persona , grande - el gran momento .*	To know that the ending of an adjective often changes according to the gender and number of the noun it describes.

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	Year 3	Year 4	Year 5	Year 6
Verbs (including conjugation and negation)	<p>To know some common verbs in the present tense.*</p> <p>To know that placing no before the verb makes it negative.</p>	<p>To know some common verbs in the present tense.*</p> <p>To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'.</p> <p>To know that me gusta + infinitive of a verb describes what you like to do.</p> <p>To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir.*</p> <p>To know that está is another way of saying 'it is' and is used to describe position.</p>	<p>To know 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 vivir.</p> <p>To know how to form the first person, second person and third person of the verb tener, llamarse and gustar.</p>	<p>To know how to recognise the first person, second person and third person of common verbs.</p> <p>To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something'.</p> <p>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.</p> <p>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.</p>

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	Year 3	Year 4	Year 5	Year 6
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	<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. ¿Cuántos años tienes?/ ¡Muy bien!</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 y (and) and pero (but) to join clauses.</p>	<p>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.</p> <p>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.</p> <p>To begin to recognise some prepositions in Spanish.</p> <p>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en tren - by train, whereas a is usually used when you are not getting into a form of transport e.g. a pie - on foot.</p>	<p>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).</p> <p>To know that para is a preposition that, when followed by an infinitive, means 'in order to'.</p>	<p>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?</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases.	Listening and responding to full sentences.*	Listening and responding to full sentences.* Listening and selecting information from short audio passages to give an appropriate response.*	Listening and selecting information from short audio passages to give an appropriate response.*
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes.	Following a short text or rhyme, listening and reading at the same time.	N/A	N/A
Read carefully and show understanding of words, phrases and simple writing.	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 key information in simple writing.*
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a 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.*	Identifying and discussing cognates and 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 contextual clues and cues to gist and make predictions about meanings.* Using a range of language detective strategies to decode new vocabulary including context and text type.*	Using a range of language detective strategies to decode new vocabulary including context and text type.* Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.

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National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<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>Using a variety of conversational phrases.*</p>	<p>Forming a question in order to ask for information.*</p> <p>Recognising and answering simple questions which involve giving personal information.*</p> <p>Using a variety of conversational phrases.*</p>	<p>Forming a question in order to ask for information.*</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Rehearsing and recycling extended sentences orally.</p>
Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.	<p>Listen to songs and rhymes in Spanish, 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>	
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	<p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p>	<p>Using a model to form a spoken sentence.</p>	<p>Speaking in full sentences using known vocabulary.*</p>	<p>Speaking in full sentences using known vocabulary.*</p>
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<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>Listening and repeating key phonemes with care.*</p> <p>Speaking and reading aloud with increasing confidence and fluency.</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>Rehearsing and performing a short role-play.*</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>	
Present ideas and information orally to a range of audiences.	<p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short role-play.*</p>		<p>Rehearsing and performing a short role-play.*</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Creating and presenting a monologue, dialogue or role-play.</p>	

National Curriculum	Year 3	Year 4	Year 5	Year 6
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Experimenting with simple writing, copying with accuracy.	Selecting and writing short words and phrases.*	Selecting and writing short words and phrases.* Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers) Adapting model sentences to express different ideas.* Writing a short text using a model or scaffold.	Adapting model sentences to express different ideas.*
Describe people, places and things and actions orally and in writing.	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.	Using adapted phrases to describe an object or person.*	Using adapted phrases to describe an object or person.* Using adjectives with correct placement and agreement.

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Year 3	Year 4	Year 5	Year 6
<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 about the architecture of Barcelona and Granada.</p> <p>To know the names of some of the cities in Spain.</p>	<p>To know some similarities and differences between Mexican and British birthday celebrations.</p> <p>To know about some Spanish festivals happen throughout the year.</p> <p>To know about the location and wildlife of the Amazon.</p> <p>To know about different natural features of Peru.</p>	<p>To know some typical Spanish food and drink.</p> <p>To know about the Spanish tradition of menú del día.</p> <p>To know about some Spanish festivals that happen throughout the year.</p> <p>To know that Sevillanas is a type of music and dance which originated in Spain.</p>	<p>N/A</p>