

¡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.

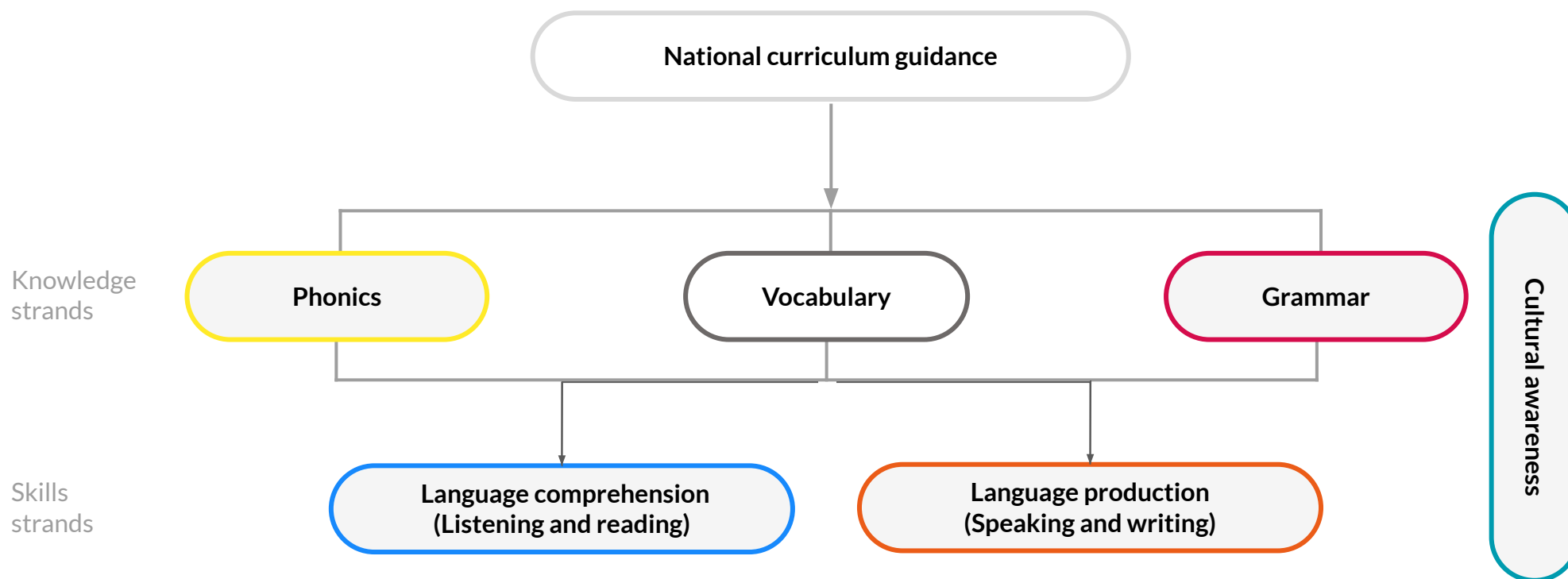
Please see our [Spanish: Long-term plan](#) for more information about the design of our Spanish curriculum.

Our key documents are regularly updated to reflect changes to content on our website. This version was created on 13.06.24. 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
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	To know 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. 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 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 phonic knowledge can be applied to pronounce unfamiliar words correctly.	To know some rules for where to put stress on a word.

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

Year 4	Autumn 1 Dates in Spanish		Spring 1 Weather in Spain		Summer 1 Spanish celebrations	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	cuándo mi tu cumpleaños el/la de ¿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.	when my your birthday the of What month is it? Is it...? Yes./No. What is the date? When is your birthday? My birthday is the 4th of December. When is St ...'s day? I am turning ... years old. Numbers 13-31 Months of the year	el tiempo hoy está el norte el sur el este el oeste ¿Qué tiempo hace hoy?	the weather today it is the north the south the east the west What's the weather like today? Names of different types of weather.	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 ...?	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 ...?
	Autumn 2 Pets in Spanish		Spring 2 In a Spanish café		Summer 2 The Amazon rainforest	
	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 ...	small big slow fast naughty obedient cute fierce calm energetic friendly shy Do you have a pet? I have a ... Names of animals.	quiero quieres beber comer para por favor gracias con ¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes. primer plato segundo plato ¡Qué aproveche!	I want you want to drink to eat for /in order to please thank you with What do you want to drink/eat? I want ... And to eat? Here you are. first course second course Enjoy your meal! Names of café food and drink	hay un poco soy la selva tropical	there is/are a little bit I am the rainforest Names of rainforest animals. Animal body parts.

Year 5	Autumn 1 Describing family and friends in Spanish		Spring 1 Sports in Spanish		Summer 1 A trip across Spain	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	quién se llama tiene vive en le gusta él ella elle	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)	deporte juego al/a la juegas al/a la juega al/a la hago haces hace anotar animar atrapar botar cabecear golpear meter patear rodar	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 get (in) to kick to roll	el noreste el sureste el noroeste el suroeste cerca de descansar pasear por subir ir nadar visitar también	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
	pintar dormir lavar los platos limpiar cocinar leer libros escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos?	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	¿Juegas al/a la...? ¿Haces ...?	do you play...? do you do...? Names of different sports.	voy a + infinitive	I am going to + infinitive
	Soy hijo/a único/a.	Do you have any brothers or sisters? I'm an only child.				
	Autumn 2 Spanish portraits		Spring 2 Spanish food and drink		Summer 2 Saving South America	
	los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.	eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses.	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? Te recomiendo... ¿Qué te gusta(n) más ... o...? ¿Qué tipo de ... ?	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 ...?	antes hoy en día que apagar caminar limpiar plantar reciclar reutilizar tirar usar	before nowadays than to switch off to walk to clean to plant to recycle to reuse to throw away to use
	Names of different facial features.			Names of different types of food and drink.	Hay más/menos + [noun] que antes.	There is/are more + [noun] than before.

Year 6	Autumn 1 Clothes in Spanish		Spring 1 Household tasks in Spanish		Summer 1 Free time in Spain	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	unos/unas porque	some because	bastante demasiado	quite too	¿Qué haces en...?	What do you do in...?
	deportivo cómodo suelto bonito elegante impermeable formal tradicional ¿Qué lleva?	sports comfortable loose/baggy pretty elegant/stylish/smart waterproof formal traditional What is he/she wearing? Items of clothing.	peligroso desagradable	dangerous unpleasant Jobs around the house	invierno primavera verano otoño yo nosotros vosotros ellos/ellas normalmente siempre	winter spring summer autumn I we you (plural) they normally always
	Autumn 2 School life in Spanish		Spring 2 Shopping in Spain		Summer 2 Maya city treasure hunt	
	encantar ser son	to love to be they are	¿Dónde está la panadería? Está aquí. Está al lado de la carnicería.	Where is the bakery? It's here. It's next to the butcher.	la primera la segunda la tercera a la izquierda a la derecha gira toma sigue todo recto ¿Qué hay allí? allí está ... un área un sitio desde	the first the second the third to the left to the right turn take continue straight on What is there? there is ... an area a place from
	¿Por qué?	Why?	aquí al lado de entre	here next to between		
	divertido aburrido lógico interesante útil inútil fácil difícil	fun boring logical interesting useful useless easy difficult	¿Cuánto/a/os/as quieres? ¿Algo más? Un kilo de... ¿Cuánto es?	How much/many do you want? Anything else? A kilo of ... How much is it?		
		Names of school subjects		Multiples of 10 Numbers 31-100		

	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	adverbs prepositional phrases.
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 plural nouns referring to nouns of mixed gender always take the masculine form. 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 el '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 (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 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
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 know 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.	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 verb vivir. To know how to form the first person, second person and third person of the verb tener, llamarse 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.

	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	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. 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 I can use hay 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 para is a preposition that, when followed by an infinitive, means 'in order to'.	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 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 changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine. 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.

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 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.
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.	Reading and responding to a range of authentic texts.	Reading short authentic texts for enjoyment or information.
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 and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	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
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner.	Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases.	Forming a question in order to ask for information. Presenting factual information in extended sentences. Beginning to use conversational phrases for purposeful dialogue.	Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language.
Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.	Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Beginning to notice common spelling patterns.		Beginning to predict spelling patterns.	
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs.	Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song.	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.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	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. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.		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.	
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play.		Creating and presenting a monologue, dialogue or role-play. Giving a presentation drawing upon learning from a number of previous topics.	

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.	Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy.	Selecting and writing short words and phrases. Making short phrases or sentences using word cards.	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.
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.	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	Year 5	Year 6
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.	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 some key cultural activities in Spain and Latin America. 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.