MODREN FOREIGN LANGAUGES CURRICULUM PROGRESSION OF SKILLS DOCUMENT

Early Learning Goal (ELG): Being Imaginative and Expressive
Children at the expected level of development will:

Development Matters - Non-statutory curriculum guidance for the early years foundation stage.

National Curriculum – Key Stage 1:
Key stage 1 Pupils should be taught to:

National Curriculum Key Stage 2:
Key Stage 2 pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding.
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meanings of words.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases, and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- describe people, places, things and actions orally and in writing.
- understand basic grammar, appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.

PROGRESSION DOCUMENT SECTIONS:

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6	Cultural Awareness

STRAND/ Unit	Nursery	Reception	Year 1	Year 2
PHONICS				
Key Vocabulary (Vocab in bold is new to the year group.)				
	Year 3	**Year 4**	**Year 5**	**Year 6**
PHONICS	- 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' and changes the pronunciation of the n from a hard sound to a softer sound.	- 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 produce unfamiliar words correctly.	- to know some rules for where to put stress on a word.
Key Vocabulary (Vocab in bold is new to the year group.)	tilde, accents, phonemes, pronunciation, hard, soft			

STRAND/ Unit	Nursery	Reception	Year 1	Year 2
VOCABULARY				
Key Vocabulary (Vocab in bold is new to the year group.)				
	Year 3	**Year 4**	**Year 5**	**Year 6**
VOCABULARY	- to understand and communicate ideas, using their knowledge of phonology, grammatical structures and vocabulary. Autumn 1 – Spanish greetings with puppets Autumn 2 – Spanish numbers and ages Spring 1 – Shapes and colours in Spanish Spring 2 – Classroom objects in Spanish Summer 1 – Where do you live in Spain? Summer 2 – Journey around Latin America	- to understand and communicate ideas, using their knowledge of phonology, grammatical structures and vocabulary. Autumn 1 – Dates in Spanish Autumn 2 – Pets in Spanish Spring 1 – Weather in Spain Spring 2 – In a Spanish café Summer 1 – Spanish celebrations Summer 2 – The Amazon rainforest	- to understand and communicate ideas, using their knowledge of phonology, grammatical structures and vocabulary. Autumn 1 – Describing family and friends in Spanish Autumn 2 – Spanish portraits Spring 1 – Sports in Spanish Spring 2 – Spanish food and drink Summer 1 – A trip across Spain Summer 2 – Saving South America	- to understand and communicate ideas, using their knowledge of phonology, grammatical structures and vocabulary. Autumn 1 – Clothes in Spanish Autumn 2 – School life in Spanish Spring 1 – Household tasks in Spanish Spring 2 – Shopping in Spanish Summer 1 – Free time in Spain Summer 2 – Maya City treasure hunt
Key Vocabulary (Vocab in bold is new to the year group.)				

STRAND/ Unit	Nursery	Reception	Year 1	Year 2
GRAMMAR				
Key Vocabulary (Vocab in bold is new to the year group.)				
	Year 3	**Year 4**	**Year 5**	**Year 6**
GRAMMAR	<u>Feminine and masculine forms (nouns)</u> - to know that every Spanish noun is masculine or feminine. - to know that gender affects the form of the indefinite article 'un' or 'una'. - to know that feminine nouns *mostly* end in 'a' and masculine nouns *mostly* end in 'o'. - to know that the ending of a noun can change when the noun is plural. - to know that nouns in Soanish become plural by adding an 's' on the end (the same as English). <u>Feminine and masculine forms (adjectives)</u> - to know that most adjectives are positioned after the noun. <u>Verbs</u> - to know some common verbs in the present tense. - to know that placing 'no' before the verb makes it negative. <u>Key features and patterns of language</u> - to know that, in Spanish, question marks and exclamation marks are used at the start and end of a sentence. - to know that the word order is sometimes different 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, whereas 'a's is usually used for others (e.g. en tren / a pie).	<u>Feminine and masculine forms (nouns)</u> - to know that singular nouns use the definite article 'el' (masculine) and 'la' (feminine). - to know that plural nouns use the definite article 'los' (masculine) and 'las' (feminine). - to know how to find the gender of a noun by looking it up in a Spanish dictionary, where nouns are often followed by a gender indicator. <u>Feminine and masculine forms (adjectives)</u> - 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. <u>Verbs</u> - to know that the infinitive of a verb means to do something (e.g. comer – to eat). - 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 used to describe position. <u>Key features and patterns of language</u> - to know that when buikding 2-digit numbers above 30 (excluding multiples of 10), we use the 'y' conjunction. - to know that numbers such as 'dieciseis' are a compound version of 'diez y seis'. - to know that 'hay' can be used 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'.	<u>Feminine and masculine forms (nouns)</u> - to know that plural nouns referring to nouns of mixed gender always take the masculine form. - to know that we can use 'más' or 'menos que' to make comparisons. - to know whether to use the pronouns 'el' (he) or 'ella' (she) when describing someone. <u>Feminine and masculine forms (adjectives)</u> - to know that the ending of an adjective often changes according to the gender and number of the noun it describes. <u>Verbs</u> - 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 verbs 'vivir', 'tener', 'llamarse' and 'gustar' - to know that we use the verb 'jugar' (to play) with some sports and hacer)to make) with others. - 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 then the noun. - to know that when expressing likes and dislikes about plural nouns, 'me gustan' is followed by the definite article then the noun. - to know that 'voy a' + infinitive is a way of constructing the future tense. <u>Key features and patterns of language</u> - to know that there is no possessive apostrophe in Spanish. - to know that you can make a statement into a question simply by changing your intonation and punctuation. - to know that some American and English words are borrowed by the Spanish, e.g. 'el tenis' and 'el beisbol'. - to know that when the preposition 'a' is followed by 'el', the contraction is 'al'.	<u>Feminine and masculine forms (nouns)</u> - to know that if a word is plural, we cannot use 'un' or 'una', we must use 'unos' or 'unas'. <u>Feminine and masculine forms (adjectives)</u> - to know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. <u>Verbs</u> - 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 twi nouns by placing 'más' or 'menos que' betweent eh two items being compared. <u>Key features and patterns of language</u> - 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 efore an adjective to express its intensity. - to know that there are four forms of the question 'cuántro' that changes according to the noun. - to know that the adverb is formed in Spanish by taking the adjective in its feminine form and adding the suffix '-mente'. - to know that some prepositional phrases can function as time adverbials during the break.
Key Vocabulary (Vocab in bold is new to the year group.)	Noun, cognate, masculine, feminine, adjectives, conjunction, negative, verb	Compound words, adjectival agreement, indefinite article, infinitive, future tense, definite article	Subject pronouns, first person, second person, third person, imperative verbs, preposition, plural, comparative adjectives	Adverbs, prepositional phrases

STRAND/ Unit	Nursery	Reception	Year 1	Year 2
LANGUAGE COMPREHENSION (Listening and Reading)				
Key Vocabulary (Vocab in bold is new to the year group.)				
	Year 3	**Year 4**	**Year 5**	**Year 6**
LANGUAGE COMPREHENSION (Listening and Reading)	- listen and respond to single words and short phrases. - read aloud some words from simple songs and rhymes. - recognise some familiar Spanish words in written form. - begin to understand and notice cognates. - become familiar with format, layout and simple use of a bilingual dictionary. - use visual clues to make predictions about the meaning of unfamiliar vocabulary.	- listen and respond to full sentences. - follow a short text or rhyme, listening and reading at the same time. - recognise some familiar Spanish words when written in a short phrase. - identify and discuss cognates and begin to explore various language detective strategies. - use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. - use contextual clues and cues to gist and make predictions about meanings.	- listen and select information from short audio passages to give an appropriate response. - read and respond to a range of authentic texts. - identify key information in simple writing. - use a range of language detective strategies to decode new vocabulary including context and text type. - confidently use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. - use further contextual clues and cues, such as knowledge of text types and structures, to deduce unknown vocabulary.	- listen and follow the gist of information from an extended audio passage using language detective skills. - read short authentic text for enjoyment or information. - identify and extract key information in a range of authentic texts. - read and use language detective skills to assess meaning including sentence structure. - use a bilingual dictionary to select alternative vocabulary for independent sentence building. - use further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
Key Vocabulary (Vocab in bold is new to the year group.)				

STRAND/ Unit	Nursery	Reception	Year 1	Year 2
LANGUAGE PRODUCTION (Speaking and Writing)				
Key Vocabulary (Vocab in bold is new to the year group.)				
	Year 3	**Year 4**	**Year 5**	**Year 6**
LANGUAGE PRODUCTION (Speaking and Writing)	- to ask and/or answer simple questions. - to form simple sentences with information, including the negative. - to practise speaking with a partner. - to listen to songs and rhymes, repeating sounds and phrases to develop pronunciation and intonation. - to begin to notice common spelling patterns. - to use short phrases to give information. - to recognise and repeat phrases familiar rhymes and songs, - to listen to and repeat key phonemes with care. - to recognise that sounds and spelling patterns and can be different from English. - to recognise how intonation and gesture are used to differentiate between statements and questions. - to build confidence by repeating short phrases with increasing accuracy. - to introduce self to a partner with simple phrases. - to rehearse and perform a short role-play. - to recall and write simple words from memory. - to experiment with simple writing, copying with accuracy. - recognise and use adjectives of colour and size.	- recognise and answer simple questions which involve giving personal information. - begin to form opinion phrases. - to use a variety of conversational phrases. - to listen to songs and rhymes, repeating sounds and phrases to develop pronunciation and intonation. - to begin to notice common spelling patterns. - to use a model to form a spoken sentence. - to begin to adapt phrases from a rhyme or song. - to listen to and repeat key phonemes with care. - to recognise that sounds and spelling patterns and can be different from English. - to recognise how intonation and gesture are used to differentiate between statements and questions. - to build confidence by repeating short phrases with increasing accuracy. - to introduce self to a partner with simple phrases. - to rehearse and perform a short role-play. - to select and write short words and phrases. - to make short phrases or sentences using a scaffold. - to use different adjectives with a singular noun, with correct positioning and agreement.	- to form a question in order to ask for information. - to present factual information in extended sentences. - to being to use conversational phrases for purposeful dialogue. - to begin to predict spelling patterns. - to rehearse and recycle extended sentences orally. - to speak in full sentences using known vocabulary. - to recognise key phonemes in an unfamiliar context, applying pronunciation rules. - to use intonation and gesture to differentiate between statements and questions. - to formulate own strategies to remember and apply pronunciation rules. - to speak and read aloud with increasing confidence and fluency. - to create and present a monologue, dialogue or role-play. - to give a presentation drawing on learning from a number of previous topics. - to adapt model sentences to express different ideas. - to write a short text using a model or scaffold.	- to plan, ask and answer extended questions. - to develop extended sentences to justify a fact or opinion. - to engage in conversation and transactional language. - to being to predict spelling patterns. - to plan and give a short oral presentation. - to modify, express and compare opinions. - to recognise key phonemes in an unfamiliar context, applying pronunciation rules. - to use intonation and gesture to differentiate between statements and questions. - to formulate own strategies to remember and apply pronunciation rules. - to speak and read aloud with increasing confidence and fluency. - to create and present a monologue, dialogue or role-play. - to give a presentation drawing on learning from a number of previous topics. - to use existing knowledge of vocabulary and phrases to create new sentences. - to construct a short text on a familiar topic.

		- to choose appropriate adjectives from a wider range of adjectives.	- to select the correct form of an adjective that agrees with the singular or plural noun it is describing. - to use adapted phrases to describe an object or person.	- to generate the correct form of an adjective that agrees with the singular or plural noun it describes. - to recognise and use a wide range of descriptive phrases.
Key Vocabulary (Vocab in bold is new to the year group.)	**hola - hello** **buenos días – Good morning** **buenas tardes – Good day** **buenas noches – Good night** **adios - Goodbye** **¿Cómo te llamas¿ - What is your name?** **Me llamo… - My name is…** **¿Qué tal? - How are you?** **¿Y tú? - And you?** **bien/muy bien – Good/very good** **mal - bad** **fantástico – fantastic** **sí - yes** **no - no** **uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce – 1-12** **¿Cuántos? - How many?** **círculo – circle** **triángulo – triangle** **rectángulo – rectangle** **cuadrado – square** **rojo – red** **naranja – orange** **amarillo – yellow** **verde – green** **azul – blue** **violeta – purple** **blanco – white** **negro – black** **escuchad – listen** **mirad – look** **hablad – speal** **repetid – repeat** **escribed – write** **leer – read** **sentaos – sit down** **levantos – stand up** **un lápiz – pencil** **un bolígrafo – pen** **un cuaderno – exercise book** **un estuche – pencil case** **una regla – ruler** **una botella de agua – water bottle** **una goma – rubber** **y – and** **pero – but** **tengo – I have** **No tengo… – I do not have…** **¿Dónde vives? - Where do you live?** **Vivo en… - I live in…** **una casa – a house** **una Castillo – a castle** **un mollino – a windmill** **un palacio – a palace** **un piso – a flat** **una torre – a tower**	**Veinte – twenty** **Treinta – thirty** **enero, febrero, marzo, abril, mayo, junio, julio, agosto, setiembre, octubre, noviembre, diciembre – Jan, Feb, Mar, April, May, June, July, August, Sept, Oct, Nov, Dec** **¿Qué mes es? - What month is it?** **¿Cuál es la fecha? - What is the date?** **¿Cuándo es tu cumpleaños? - When is your birthday?** **una mascota – pet** **feroz – fierce** **amistoso – friendly** **grande – big** **lento – slow** **mono – cute** **obidiente – obedient** negra – black rojo – red **pequeño – small** **rápido – fast** **tímido – shy** **tranquilo – calm** **traviesoa – naughty** **el tiempo – the weather** **está nublado – it is cloudy** **está lloviendo – it is raining** **está nevando – it is snowing** **hace color – it is hot** **hace viento – it is windy** **hace buen tiempo – it is nice weather** **hace mal tiempo – it is bad weather** **hace frío – it is cold** **hace sol – it is sunny** **¿Qué tiempo hace hoy? - What is the weather like today?** **el norte – north** **el sur – south** **el este – east** **el oeste – west** **para – for** **beber – drink** **comer – eat** **quiero…. – I want to…** **con – with** **por favour – please** **gracias – thank you** **¿Qué quieres beber? - What do you want to drink?** **¿Qué quieres comer? - What do you want to eat?** **aquí tienes – here you go** **que aproveche – enjoy your meal** **primer plato – first course** **segundo plate – second course** **postre – dessert** **Me gusta… - I like…** **Me gusta mucho… - I really like…** **No me gusta… - I don't like…** **¿Te gusta? - What do you like?** **bailar – dance** **cantar – sing** **correr – run** **dibujar – draw** **hacer – do**	**familia – family** **madre – mother** **padre – father** **hermano – brother** **hermana – sister** **¿Tienes hermanos? - Do you have any brothers or sisters?** Tengo – I have **yo – I** tú – you (second person singular) **él/ella/elle – he/she/they (third person singular)** **los ojos – eyes** **el pelo – hair** **corto – short** **largo – long** **liso – smooth** **ondulado – wavy** **rizado – curly** **una barba – beard** **un bigote – moustache** **una boca – mouth** **una ceja – eyebrow** **una nariz – nose** **orejas – ears** **lleva gafas – wear glasses** **anotar – annotate** **botar – bounce** **golpear – hit** **meter – metre** **animar – animate** **cabecear – head** **patear – kick** **forma – form** **atrapar – catch** **rodar – roll** **recorre – recurring** **Me gusta(n) – I like it/them** **No me gusta(n) – I don't like it/them** **Me gusta(n) mucho – I really like it/them** **¿Te gusta(n)? - Do you like?** **le gusta(n) – likes** **¿A quien la gusta(n)? - Who likes it/them?** **¿Qué me recomiendas? - What do you recommend?** **Te recomiendo – I recommend** **¿Qué te gusta(n) más…o…? – What do you like the most….or….?** **¿Qué tipo de….? – What sort of…?** **el noreste – North East** **el sureste – South East** **el noroeste – North West** **el suroeste – South West** **cerca de – near** **también – also** **descansar – rest** **nadar – swim** **pasear – stroll** **subir – climb** **visitar – visit** ver - see	**la ropa – clothes** **unos/unas – some** **lleva – he/she is wearing…** **¿Qué lleva? – What is he/she wearing?** **porque – because** **bonito – pretty** **cómodo – comfortable** **deportivo – sports** **elegante – elegant** **formal – formal** **suelto – loose/baggy** **tradicional – traditional** **después del recreo – after break** **diffícil – difficult** **divertido – amusing** **durante el recreo – during break** **educativo – educational** **el español – in Spanish** **en la hora de comer – at lunchtime** **en la última clase – in the last lesson** **fácil – easy** **interesante – interesting** **por la mañana – in the morning** **por la tarde – in the afternoon** **bastante – quite** **completamente – completely** **demasiado – too** **desagradable – unpleasant** **hacer la cama – make the bed** **limpiar – clean (to)** **para – for** **peligroso – dangerous** **pasar la aspiradora – to do the vacuuming** **planchar la ropa – to do the ironing** **aquí – here** **al lado de – next to** **entre – between** **¿Dondé está? – Where is he?** **¿Cuándo es? – How much is it?** **¿Algo más? – Anything else?** **invierno – winter** **primavera – spring** **verano –summer** **otoño – autumn** **normalmente – normally** **nunca – never** **siempre - always**

		jugar – play **lanzar – throw** **recibir – receive** **salir – get out** **tocar – touch** **ver – watch**		

STRAND/ Unit	**Nursery**	**Reception**	**Year 1**	**Year 2**
CULTURAL AWARENESS				
Key Vocabulary (Vocab in bold is new to the year group.)				
	Year 3	**Year 4**	**Year 5**	**Year 6**
CULTURAL AWARENESS	- to know that 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 menu 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 now about the Cubist movement and key cubist artists in Spain. - to know about the Ancient Maya civilisation and its traditions. - ton 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 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.
Key Vocabulary (Vocab in bold is new to the year group.)	**¿Adónde vives¿- Where are you going?** **Voy… - I am going…** **Vas… - You are going…** **a – to** **¿Cómo vas? - How are you doing?** **en autobús – by bus** **en avión – by plane** **en barco – by boat** **en bicicleta – by bike** **en coche – by coach** **en pie – by foot** **en tren – by train**	**hay – there is** **muy – very** **un poco – a little bit** **la selva tropical – the rainforest** **soy – I am**	**América del Sur – South America** menos – less **el calentamiento global – global warming** **apagar – extinguish** **plantar – plant** **tirar – take** **hoy en día – today** **que – what** **la contaminación – contamination** **caminar – walk** **reciclar – recycle** **usar – use** **más – but** **antes – before** **la deforestación – deforestation** **limpiar – clean** **reutilizar - reuse**	**la primera – first** **la segunda – second** **la tercera – third** **a la izquierda – on the left** **a la derecha – on the right** **gira – tour** **toma – taking** **sigue todo recto – go straight on** **¿Qué hay allí? – What's there?** **allí está – there he is** **un área – an area** **un sitio – site** **desde - since**