Princess May Primary School

Spanish Curriculum Knowledge and Skills Progression Map 2026–27

A Spiral Curriculum

Our Spanish curriculum has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum aims

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. Learning Spanish provides ample opportunities to develop these key values, opening pupils' minds to other cultures and helping them to appreciate the languages and backgrounds of others. Pupils begin learning Spanish in EYFS through songs, stories, games and actions, and our curriculum is carefully sequenced, following the Hackney end-of-year objectives, so that listening, speaking, reading, writing and grammar skills build progressively. This ensures that pupils leave Year 6 as confident, curious linguists who can communicate in Spanish and are well prepared for language learning at secondary school.

Skills developed within our curriculum

Oracy
Through listening and responding, sounds and phonics, and speaking and conversation

Literacy
Through vocabulary and dictionary skills, reading and writing

Grammar
Through articles, nouns, adjectives, verbs and connectives

Intercultural Understanding
Through learning about the Hispanic world

EYFS Framework

ELG: Listening, Attention and Understanding
Children at the expected level of development will:

• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
• Make comments about what they have heard and ask questions to clarify their understanding.
• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: People, Culture and Communities

Children at the expected level of development will:
• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:
• Sing a range of well-known nursery rhymes and songs.
• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

National Curriculum Programme of Study
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. At Princess May, the National Curriculum underpins our curriculum, and we begin teaching Spanish in Key Stage 1 so that pupils are ready to meet the Key Stage 2 programme of study.

Progression of skills and knowledge

Listening and Responding

National Curriculum: Listen attentively to spoken language and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language

	End of year objectives
Year 1	• **1.1** Can respond to simple, known songs with gestures e.g. head, shoulders, knees and toes • **1.3** Can respond with actions to stories read aloud (that they already know in English), e.g. Oso marrón, Ricitos de Oro, Querido Zoo • **1.7** Can understand simple praise words – estupendo, fantástico
Year 2	• **2.1** Can respond to a variety of known and new songs with gestures to show understanding • **2.3** Can pick out key words from familiar stories read aloud, such as Caperucita Roja and Tengo frío • **2.7** Can understand simple classroom commands, such as silencio, en fila, de pie, sentaos
Year 3	• **3.1** Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly • **3.2** Can follow and repeat key words from a song, rhyme or poem.

Year 4	• **4.1** Can understand and respond to a range of familiar spoken words and short phrases. • **4.2** Can join in the re-telling/playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.
Year 5	• **5.1** Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. • **5.2** Can join in with familiar short stories, songs, rhymes or poems, or parts of them.
Year 6	• **6.1** Can understand a short-spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. • **6.2** Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.

Sounds and Phonics

National Curriculum: Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

	End of year objectives
Year 1	• **1.2** Can follow and repeat actions for the vowels a, e, i, o, u • **1.4** Can "play" with Spanish vowel sounds through songs and games
Year 2	• **2.2** Can sing along with the Alphabet song • **2.4** Can "play" with Spanish sounds through songs and games, including 'tricky' consonants such as j, ll, ñ
Year 3	• **3.3** Can recognise key phonics sounds with gestures. • **3.4** Can read key words aloud with good pronunciation.
Year 4	• **4.3** Can recall key sounds and words and say them aloud with good pronunciation. • **4.4** Can match key sounds in words and phrases.
Year 5	• **5.3** Can write high-frequency familiar words when she/he hears them spoken slowly and clearly. • **5.4** Can use understandable spelling for high-frequency familiar words when she/he hears them spoken slowly and clearly.
Year 6	• **6.3** Can write individual words accurately, building them from written syllables. • **6.4** Can write individual words and phrases with understandable spelling, when delivery is slow, clear and repeated.

Speaking and Conversation

National Curriculum: 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

	End of year objectives
Year 1	• **1.6** Can exchange simple greetings – hola, Buenos días, buenas tardes, adiós • **1.9** Can sing the Happy Birthday song in time with the rest of the class
Year 2	• **2.6** Can ask and respond to the question ¿Qué tal?

Year 3	• **3.5** Can ask and answer simple pre-learned questions from memory, e.g. ¿Qué tal? ¿Cómo te llamas? • **3.6** Are beginning to understand the formation of questions and answers involving familiar vocabulary • **3.7** Can use simple pre-learned words and phrases for routine situations e.g. buenos días, adiós, gracias • **3.8** Can repeat and say familiar words and short simple phrases, using understandable pronunciation.
Year 4	• **4.5** Can rehearse and perform a short conversation, drawing on one theme. • **4.6** Can understand how to form questions and answers independently. • **4.7** Can indicate that there is a problem using a pre-learned phrase. e.g. No entiendo; ayúdame, por favor • **4.8** Can produce short pre-prepared phrases on a familiar theme, with secure pronunciation.
Year 5	• **5.5** Can perform short role plays on a known theme with several exchanges and secure pronunciation. • **5.6** Can adapt models successfully to give own information, substituting individual words, on a known theme. • **5.7** Can use several short phrases and questions in predictable classroom interactions. e.g. No tengo boli • **5.8** Can produce some short phrases within a familiar theme, with good pronunciation.
Year 6	• **6.5** Can perform short role plays on a few very familiar themes including expressing opinions and responding to those of others. • **6.6** Can answer simple questions on a few very familiar themes, including expressing opinions and responding to those of others. • **6.7** Can use a repertoire of classroom language with teacher and peers e.g. ¿Puedo ir al baño? • **6.8** Can use simple phrases and sentences independently to describe people, places, things and actions, with excellent pronunciation.

Vocabulary and Dictionary Skills

National Curriculum: Broaden their vocabulary and develop their ability to understand new words; use a dictionary

	End of year objectives
Year 1	• **1.5** Can identify 7 colours: red, blue, green, yellow, orange, white, black • **1.8** Can understand the months and point to when their own birthday falls • **1.10** Can understand numbers 1–10
Year 2	• **2.5** Can correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey • **2.8** Can say the month of their birthday • **2.9** Can understand a variety of descriptive adjectives, e.g. grande, pequeño • **2.10** Can count from 1–10
Year 3	• **3.13** Can use a word list and classroom prompts (such as display) as an aid to spelling.
Year 4	• **4.13** Can use a dictionary or online resource to check the meaning & spelling of a word.
Year 5	• **5.13** Can recognise and use the main dictionary codes for nouns, verbs, adjectives & adverbs.

Year 6	• **6.13** Can appreciate that Spanish words do not always have a direct equivalent in English.

Reading

National Curriculum: Develop accurate pronunciation and intonation when reading aloud; read carefully and show understanding of words, phrases and simple writing; understand new words that are introduced into familiar written material

	End of year objectives
Year 3	• **3.9** Can read aloud some very familiar words and short phrases with accurate pronunciation. • **3.10** Can understand some familiar written words and short phrases. • **3.11** Can use the visual clues and contexts to follow the gist of a song, e.g. Rockalingua: ¿Cómo te llamas?
Year 4	• **4.9** Can match sound to print, by reading aloud familiar words and phrases, with secure pronunciation. • **4.10** Can read and understand a range of familiar written phrases. • **4.11** Can use visual clues, contexts and prior knowledge to access a simple story in Spanish, e.g. Enrique el erizo
Year 5	• **5.9** Can read short phrases accurately that contain mostly familiar language. • **5.10** Can understand familiar words and simple sentences, including ones with connectives. • **5.11** Can use visual clues, contexts and prior knowledge to access a non-fiction text in Spanish. e.g. Los Planetas
Year 6	• **6.9** Can read aloud words, phrases and short passages with excellent pronunciation, applying phonics knowledge. • **6.10** Can understand a short text made up of sentences with familiar language on a familiar theme. • **6.11** Can use visual clues, contexts and prior knowledge to access an original story from the Spanish-speaking world.

Writing

National Curriculum: Write words and phrases from memory; adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing

	End of year objectives
Year 3	• **3.14** Can write some single words from memory, with support. • **3.15** Can, with support, substitute one element in a simple phrase to vary the meaning, e.g. a number or month.
Year 4	• **4.14** Can write single words and several short phrases from memory with support. • **4.15** Can substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour or the noun: El oso es pardo
Year 5	• **5.14** Can write words, phrases and short simple sentences from memory with support. • **5.15** Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)
Year 6	• **6.14** Can write a short, simple text from memory, using simple sentences from one familiar theme with support. • **6.15** Can write sentences giving opinions or descriptions on a few themes using a model, a writing frame or sentence starters.

Grammar

National Curriculum: Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English

	End of year objectives
Year 3	• **3.16** Can recognise indefinite articles in the singular with masculine and feminine nouns. • **3.17** Can recognise regular plural nouns. • **3.18** Can identify adjectives and nouns. • **3.19** Can recognise some singular masculine and plural adjectives. • **3.20** Can use the high-frequency verb forms 'I have, it is'
Year 4	• **4.16** Can use definite and indefinite articles in singular and plural. • **4.17** Can understand how to make verb forms negative. • **4.18** Can use adjectives correctly (agreement and position) and prepositions of place. • **4.19** Can recognise 'tiene' (3rd person tener) and 'está' (3rd person estar). • **4.20** Can use the connectives 'and', 'but'.
Year 5	• **5.16** Can use the definite article with verbs of like / dislike. • **5.17** Can use qualifiers and adverbs of time. • **5.18** Can use correct articles for singular and plural, with support, demonstrating knowledge of patterns learnt. • **5.19** Can use 1st, 2nd 3rd persons singular of several regular verbs in the present tense (with the support of a frame). • **5.20** Can use subordinating connectives e.g. 'also', 'because' 'why?'
Year 6	• **6.16** Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. • **6.17** Can understand how the verb form needs to change to agree with the subject. • **6.18** Show consistency in the application of grammar rules, understanding how sentence forms differ from or are similar to English. • **6.19** Can use the verbs 'to be' and 'to have' in several different contexts. • **6.20** Can create complex sentences (with the support of a frame)

Knowledge of the Hispanic World

National Curriculum: Have knowledge of the Hispanic world

	End of year objectives
Year 3	• **3.12** Know that Spanish is spoken around the world.
Year 4	• **4.12** Know where to locate the Spanish-speaking countries on a map.

Year 5	• **5.12** Know about music and dance from the Hispanic world.
Year 6	• **6.12** Know about food from the Hispanic World.