



**NUTLEY CE PRIMARY SCHOOL  
SPANISH PROGRESSION GRID**

At Nutley CE Primary, the children focus on one language - Spanish - so they can make substantial progress. We aim for the children to be able to express their ideas and thoughts, and understand and respond to Spanish speakers, both in speech and in writing. Our language teaching provides the foundation for learning further languages, enabling children to study and work in other countries in the future.

**National Curriculum statements - Key stage 2**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

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 meaning 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

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*John 10:10, "I have come so they may have life and have it to the full"*



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- 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.  
The starred (\*) content above will not be applicable to ancient languages.

**LISTENING**

KS2 NC Statements	Lower Key Stage Two	Upper Key Stage Two
Listen attentively to spoken language and show understanding by joining in and responding Appreciate stories, songs, poems and rhymes in the language	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. 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.	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 songs, rhymes or poems, or parts of them. 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.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	3.3 Can recall key phonics words (and gestures), and say them aloud with good pronunciation. 3.4 Can read key words (and gestures), and read them aloud with good pronunciation. 4.3 Can recognise key sounds and words that rhyme. 4.4 Can match key sounds and words that rhyme.	5.3 Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly. 5.4 Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.

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		<p>6.3 Can write individual words accurately, building them from written syllables.</p> <p>6.4 Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p>
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<b>SPEAKING</b>		
KS2 NC Statements	Lower Key Stage Two	Upper Key Stage Two
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>3.5 Can ask and answer simple pre-learned questions from memory.</p> <p>3.6 Are beginning to understand the formation of questions and answers involving familiar vocabulary</p> <p>3.7 Can indicate that there is a problem using a pre-learned phrase.</p> <p>4.5 Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</p> <p>4.6 Are beginning to understand how to form questions/answers independently.</p> <p>4.7 Can use simple pre-learned words and phrases for routine situations.</p>	<p>5.5 Can ask and answer simple questions on the current topic.</p> <p>5.6 Can adapt models successfully to give own information, including simple questions, substituting individual words.</p> <p>5.7 Can use several short phrases and questions in predictable classroom interactions.</p> <p>6.5 Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>6.6 Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>6.7 Can use a repertoire of classroom language with teacher and peers.</p>

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Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences	3.8 Can repeat and say familiar words and short simple phrases, using understandable pronunciation. 4.8 Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	5.8 Can produce some short phrases within a familiar topic, with good pronunciation. 6.8 Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation. 4.9 Can match sound to print, by reading aloud familiar words and phrases.	5.9 Can read short phrases accurately that contain mostly familiar language. 6.9 Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.
Describe people, places, things and actions orally	3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. 4.15 Can substitute one element in a simple phrase or sentence to vary the meaning. e.g the colour adjective or the noun.	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)

<b>READING</b>		
KS2 NC Statements	Lower Key Stage Two	Upper Key Stage Two
Read carefully and show understanding of words, phrases and simple writing	3.10 Can understand some familiar written words and short phrases. 4.10 Can read and understand a range of familiar written phrases.	5.10 Can understand familiar words and simple sentences 6.10 Can understand a short text made up of short sentences with familiar language on a familiar topic.

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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	<p>3.11 Can use the visual cues and context to follow the gist of a short text.</p> <p>4.11 Can identify the overall type of text from its layout, contextual cues and a few familiar words.</p>	<p>5.11 Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.</p> <p>6.11 Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.</p>

<b>WRITING</b>		
<b>KS2 NC Statements</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<p>3.14 Can write some single words from memory, with plausible spelling.</p> <p>4.14 Can write simple words and several short phrases from memory with understandable spelling.</p>	<p>5.14 Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>6.14 Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>
Describe people, places, things and actions in writing	<p>3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</p>	<p>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)</p> <p>6.15 Can write sentences on a few topics using, e.g. a model, a writing frame, sentence starters.</p>

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	4.15 Can substitute one element in a simple phrase or sentence to vary the meaning. e.g the colour adjective or the noun.	
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<b>GRAMMAR</b>		
<b>KS2 NC Statements</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
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	3.16 Can use indefinite articles in the singular with masculine and feminine nouns. 3.17 Can form regular plural nouns. 3.18 Can identify adjective and noun position. 3.19 Can use some singular masculine and plural adjectives correctly. 3.20 Can use the high-frequency verb forms 'I have, it is, they are', and regular -ar verbs in 1st person singular form, confidently. 4.16 Can use indefinite articles in singular and plural and definite articles in both singular and plural. 4.17 Can recognise qualifiers, adverbs of time and prepositions of place. 4.18 Can use adjectives (agreement and position) with more confidence. 4.19 Can use 'tiene' (3rd person tener) and 'está' (3rd person estar). 4.20 Can use the connectives 'and', 'but', 'also'.	5.16 Can use the definite article with verbs of like / dislike. 5.17 Can understand and use devices to make verb forms negative. 5.18 Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English. 5.19 Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame). 5.20 Can create complex sentences (with the support of a frame) 6.16 Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. 6.17 Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. 6.18 Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.

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		6.19 Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors. 6.20 Can use subordinating connectives, e.g. 'because'.
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Spanish Cycle A		Spanish Cycle B	
Lower Key Stage Two	Upper Key Stage Two	Lower Key Stage Two	Upper Key Stage Two
<b>Autumn Term 1</b>		<b>Autumn Term 1</b>	
Year 3 Unit 1: Greetings and Spanish-speaking countries	Year 6 Unit 19 Geographical features	Year 3 Unit 3: Myself and the things I do	Y5 Unit 18 Los Planetas
<b>Autumn Term 2</b>		<b>Autumn Term 2</b>	
Year 3 Unit 2: Dates and numbers	Y5 Unit 14 I am the Music man	Year 3 Unit 4: Designing a monster – Spring Term 2	Y5 Unit 17 Las Estaciones
<b>Spring Term 1</b>		<b>Spring Term 1</b>	
Year 3 Unit 3: Myself and the things I do	Y6 Unit 22 Un periódico	Year 3 Unit 5: Me gusta	
<b>Spring Term 2</b>		<b>Spring Term 2</b>	
Year 4 Unit 10: Healthy lifestyles – Spring Term 2	Y5 Unit 13 The Hungry Caterpillar	Year 4 Unit 9: Raúl viaja en el tiempo	Y6 Unit 21 En el café
<b>Summer Term 1</b>		<b>Summer Term 1</b>	
Year 4 Unit 11: El Carnaval de los animales – Summer Term 1		Year 4 Unit 8: ¿Qué te gusta hacer?	Y5 Unit 16 Las Pescadoras Valencianas
<b>Summer Term 2</b>		<b>Summer Term 2</b>	
Year 4 Unit 12: Cuando llueve llevo un paraguas – Summer Term 2	Y5 Unit 15 Mi Ciudad	Year 4 Unit 7: ¿Qué tiempo hace?	Y6 Unit 20 Raúl en Sutton House: una casa Tudor

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