

Spanish: Progression Map



Raising Aspirations

At Holy Trinity pupils learn Spanish. We want to prepare pupils for life and prepare them for successful careers later on. Evidence suggest that knowing another language can give people the edge in the job market and help them to earn higher salaries. It can also open doors to overseas job opportunities.

Reaching Our Potential.

Language learning is a complex mental activity that creates new neural connections and improves brain flexibility. Multilingualism is associated with improved reasoning, memory, and decision-making skills.

Learning to Live Well Together

Spanish is one of the most widely spoken languages in the world. Some of our pupils are Spanish-speakers and many visit Spain for holidays. This means pupils will have more opportunities to practise in real-life contexts. Language learning promotes personal growth, a sense of accomplishment, and a broader worldview. Knowing a different language can travel by allowing deeper interaction with communities and fostering empathy and appreciation for different ways of life.

Intent

Spanish forms part of a broad curriculum that aims to educate pupils for 'Life in all its fullness' (John 10:10). Our curriculum is designed to inspire pupils' curiosity about the language and different Spanish cultures around the world. We aim to develop their knowledge of the Spanish language, encouraging them to communicate purposefully, listen attentively and make links with the English language and their home languages. Pupils are introduced to Spanish vocabulary, phrases and conversations through songs, games and paired interactive activities to enable them to explore language and spark an interest in an engaging way. Learning a language provides an opening to other cultures and gives students the skills they need to succeed in life. Research shows that the best time for children to learn a second language is during childhood, when they are still acquiring new words and making links. We want to prepare pupils for life and successful careers later on and learning a language at a young age can open doors to other opportunities.

Implementation

The Spanish curriculum is planned by the MFL Leader and detailed medium term plans are produced. Spanish is taught as a discrete subject in Years 3 - 6. Each year group is taught 30 minutes of Spanish on a weekly basis by the MFL teacher. The pupils are taught 6 units over each half term that build upon their knowledge and deepen their understanding of what they are learning. The curriculum is coherently planned and is organised to ensure that pupils gain sufficient knowledge and skills for future learning. Our KS2 curriculum starts by introducing pupils to greetings, asking and answering questions, engaging in simple conversations and exploring the sound and meaning of words. As the pupils move through the units, they build on their skills by speaking in short sentences and conversations, developing accurate pronunciations, deepening their vocabulary, giving preferences for or against things, understanding basic grammar, expressing opinions and responding to those of others.

Impact

Impact is measured after each unit is taught. The MFL teacher completes an assessment sheet detailing the names and percentages of pupils that have met the unit objectives. These are used so that progress can be monitored. At the end of the academic year, the teacher uses the unit assessments to decide if pupils have met the expected standard at the end of the year. This judgement will be reported in pupils' end of year reports. The MFL teacher submits their final assessment data in the summer term, so that the impact that the curriculum has had can be measured. The data includes information about the progress of vulnerable groups, so that leaders can respond to any concerning trends. Pupils can be reported at greater depth. A pupil is considered to have moved beyond the expected standard when they can go beyond basic recall to speak with confidence and spontaneity, write more complex sentences, and show deeper understanding of the language and culture. The subject leader will have regular time to monitor teaching and learning, through a combination of book monitoring and pupil voice sessions.

Spanish Progression Map

Year	Term	Unit	Attainment targets	Outcomes
3-6	Autumn 1	Greetings / Getting to know you	To be able say hello and goodbye To use different greetings for different situations To be able to introduce themselves To say how they are feeling To count to ten To say how old they are To ask and answer simple questions for each topic area To use vocabulary they have learnt elsewhere to develop their sentences	Role play Songs Actions to accompany words Oral and Written tasks Games
	Autumn 2	All About Me	To be able to describe themselves and others using the qualifies – muy and bastante To describe themselves and others using the phrases I am/You are... and I am not/You are not... To use simple adjectives to describe their personality To understand between the masculine and feminine. To read, listen and respond to vocabulary about parts of the body. To recognise and repeat colour words accurately To recognise and say masculine and feminine clothing nouns To use simple conjunctions to link vocabulary for clothes and accessories	
	Spring 1	Family and Friends	To present a picture of family members using possessive determiners To use the correct verb form of 'tener' when talking about pets. To use a range of vocabulary to create different sentences To use Spanish pronunciation of the alphabet to spell words. To learn the Spanish letter vowel names To use a range of vocabulary to have short conversations in Spanish To be able to introduce a friend To ask and answer personal questions	
	Spring 2	Food and Drink	To recognise and repeat key vocabulary about food. To use determiners for identifying quantities in making polite requests. To give a preference for or against things.	

			To describe the colour(s) of an object by modifying adjectives To use adjectives accurately to describe food items. To have short conversations about food.	
	Summer 1	My School	To ask and explain where things are in the classroom To describe the contents of my pencil case To express opinions about school subjects To listen to commands and join in with instructions To ask and answer questions about places in school To construct simple sentences to say what I like to do at school. To explore the Spanish school system	
	Summer 2	Time and Dates	To be able to count up to 31 I can understand, say and order the days of the week. I can read and say the months of the year I can say when my birthday is. I can ask someone when their birthday is. I can say the date using a day, number and month. I can identify some important Spanish festivals I can say the date using day, number and month in a different tense. • I can change my question or answer sentence to make it past or future tense.	