



SPANISH CURRICULUM

KS2 Progression

Believing | Expressing | Living | Reasoning | Year 3 to Year 6

Purpose of this document

This overview sets out how pupils' Spanish language learning develops through Key Stage 2 at Park Road Academy. It brings together the source progression map and shows how Speaking, Listening, Reading, Writing and Grammar progress within and across the teaching types: Early Language, Intermediate and Progressive.

Key Stage 2 curriculum position

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Pupils understand and communicate ideas, facts and feelings in speech and writing; speak with increasing confidence, fluency and spontaneity; listen and respond to spoken language; discover patterns and understand basic grammar; and appreciate stories, songs, traditions and culture in Spanish-speaking contexts.

Progression principles

BUILD FROM KS1	REVISIT & DEEPEN	DEVELOP INDEPENDENCE	YEAR 7 TRANSITION
Earlier experiences of listening, repeating, responding, memory, sound patterns and cultural curiosity are recalled before pupils meet greater linguistic and grammatical demand.	Core vocabulary, pronunciation, personal details, sentence patterns and grammatical concepts recur across units so pupils recycle and retain language.	Pupils use memory strategies, phonics, dictionaries, word banks, notation and knowledge of patterns to create and understand new language.	Pupils communicate with growing fluency, decode unfamiliar language, write extended sentences, use grammar accurately and show confidence as language learners.

Curriculum strands

Speaking	Listening	Reading	Writing	Grammar	Culture & language learning
Pronunciation, recall, conversation, opinions, questions and spoken fluency.	Understand familiar and unfamiliar spoken language; listen for gist and detail.	Decode, recognise cognates, use phonics and dictionaries, and understand longer texts.	Spell and write words, sentences, emails and extended passages with increasing independence.	Gender, nouns, articles, verbs, pronouns, possessives, adjectives, connectives, negatives and opinions.	Explore traditions and themes; use memory strategies, compare languages and appreciate Spanish-speaking cultures.



Year 3 Spanish Curriculum Map

Early Language: confidence, recall and pronunciation

Learning emphasis

Year 3 establishes the foundations of Spanish learning. Pupils develop memory, pronunciation and confidence through familiar language, short spoken exchanges, simple reading and supported writing.

Progression area	Teaching type / language focus	Knowledge, skills and response
Speaking	Early Language: greetings, personal details, colours, months, days, animals, instruments, fruit, vegetables, shapes and ice creams	Begin to speak; repeat and recall nouns with articles; develop pronunciation and memory; answer simple questions such as 'Do you like?' and give simple positive/negative opinions.
Listening	Early Language	Understand very short passages based on taught language; match sounds to images/words; listen to familiar stories and songs; follow simple instructions.
Reading	Early Language	Gist-read by hunting for key words; identify cognates; decode simple written text; recognise nouns and articles in puzzles and word searches.
Writing	Early Language	Fill missing letters accurately; write simple words and supported sentences with article, noun and verb; translate simple nouns and articles.
Grammar	Early Language	Understand gender, nouns and articles; begin first-person singular high-frequency verbs: I am, I have, I live, I am called, I play.



Year 4 Spanish Curriculum Map

Intermediate Language: sentence building and understanding patterns

Learning emphasis

Year 4 pupils move beyond isolated vocabulary. They develop short conversations, read and write sentences, use dictionaries, and begin to understand how grammar changes meaning.

Progression area	Teaching type / language focus	Knowledge, skills and response
Speaking	Intermediate: wider vocabulary and simple conversation	Give simple opinions in spoken language with natural fluency and quick recall; develop sentences beyond noun lists; use familiar greetings and personal details routinely.
Listening	Intermediate	Listen for longer; understand short passages based on taught language with new language woven in; use what is heard to complete tasks.
Reading	Intermediate	Read short passages; understand most of what is read; use known language, phonics and a dictionary to decode unfamiliar words.
Writing	Intermediate	Write full sentences with increasing ease and accuracy using nouns, articles and verbs; use word banks; write short texts or emails and check spelling/meaning with a dictionary.
Grammar	Intermediate	Use possessives; develop understanding of adjectives and gender/plural agreement; use conjunctions such as and/but; use positive and negative forms; begin regular verb conjugation.



Year 5 Spanish Curriculum Map

Intermediate Language: developing fluency, reading and grammatical control

Learning emphasis

Year 5 consolidates the Intermediate phase and prepares pupils for Progressive learning. Pupils use a wider range of language, develop verb knowledge, read more independently and write about themselves and others.

Progression area	Teaching type / language focus	Knowledge, skills and response
Speaking	Intermediate to Progressive: sentences and opinions	Speak in short supported conversations; use a wider range of nouns and chunks; create sentences with high-frequency verbs; begin first/third person singular and plural forms.
Listening	Intermediate to Progressive	Listen for increasing periods; understand taught language with more unfamiliar language; use context and known patterns to complete tasks.
Reading	Intermediate to Progressive	Read longer passages; decode with phonics and cognates; apply known language to unfamiliar text; use a dictionary independently.
Writing	Intermediate to Progressive	Write short texts and emails; create sentences with common regular and irregular verbs; write about self and others; translate between Spanish and English.
Grammar	Intermediate to Progressive	Develop pronouns and fully conjugated verbs; use adjectives, connectives and negative forms; understand sentence structure and begin opinions with justification.



Year 6 Spanish Curriculum Map

Progressive Language: independent communication and transition readiness

Learning emphasis

Year 6 pupils use Spanish with increasing independence. They communicate opinions, understand unfamiliar language, write extended passages, apply grammar and use dictionaries and phonics to support new learning.

Progression area	Teaching type / language focus	Knowledge, skills and response
Speaking	Progressive: fluency, opinions and justification	Use and give a variety of positive and negative opinions quickly and easily; include reasons and justifications; speak about themes such as school and weekends; pronounce unfamiliar words using phonics and patterns.
Listening	Progressive	Understand longer, more complex passages with unfamiliar language; listen for gist and detail; use strategies to interpret new target language.
Reading	Progressive	Read longer, more authentic passages across themes such as Me in the World, WWI, The Planets, The Olympics and The Vikings; decode unfamiliar language and use a dictionary.
Writing	Progressive	Write longer passages including nouns, articles, verbs, adjectives, opinions and justifications; research language, check spelling and translate with increasing accuracy.
Grammar	Progressive	Use regular and irregular verb conjugations, pronouns, possessives, adjectives, connectives and negatives; express opinions and justify them; manipulate language in new contexts.



KS2 Spanish Progression at a Glance

How the five language skills develop

The end point

By the end of KS2, pupils can communicate in simple spoken and written Spanish, understand familiar and unfamiliar language, read with strategies, write extended sentences, apply grammar, use reference tools and show curiosity about Spanish-speaking cultures.

Strand	Year 3	Year 4	Year 5	Year 6 / end point
Speaking	Repeat and recall words; answer simple questions and give basic opinions.	Use short conversations and simple sentences with growing fluency.	Speak about self and others with a wider range of verbs.	Give positive and negative opinions with justifications and pronounce unfamiliar language.
Listening	Understand very short familiar passages and songs.	Listen for longer and complete tasks from taught language.	Use context to understand more unfamiliar language.	Listen for gist and detail in complex passages with unfamiliar language.
Reading	Find key words, cognates and familiar nouns/articles.	Read short passages and use phonics/dictionaries.	Decode longer texts using known language and reference tools.	Read authentic passages across a wider range of themes independently.
Writing	Complete words and write supported noun/verb sentences.	Write sentences, short texts and emails using word banks.	Write about self and others with varied verbs and translate.	Write extended passages with adjectives, opinions and justifications.
Grammar	Gender, nouns, articles and first-person verbs.	Possessives, adjectives, connectives, negatives and regular verbs.	Pronouns, regular/irregular verbs and sentence structure.	Manipulate conjugated verbs and express justified opinions accurately.
Independence	Early Language memory and pronunciation strategies.	Intermediate recycling, dictionaries and word banks.	Apply patterns and strategies to new language.	Progressive, confident and resilient language learning ready for KS3.



Spanish Teaching-Type Progression

Progression within and across the language phases

How to read the progression

The source document shows progression in two ways: downward progression within a teaching type as skills develop through a year, and rightward progression as pupils move from Early Language to Intermediate and Progressive learning. The table below summarises that journey.

Teaching type	Typical phase	Progression in learning
Early Language	Year 3 foundation	Build memory and pronunciation; learn nouns with articles; use greetings and personal details; understand short familiar language; read key words and write supported phrases.
Intermediate	Years 4-5 development	Expand vocabulary and sentence length; use opinions, verbs, possessives, adjectives, connectives and negatives; read short passages; write sentences, emails and texts with dictionaries and word banks.
Progressive	Year 6 independence	Use language fluently and spontaneously; express positive/negative opinions and justifications; understand unfamiliar language; read authentic texts; write extended passages; apply grammar and translate.

Language-learning habits

Successful progression depends on regular recycling, accurate pronunciation, memory strategies, phonics, dictionary use, willingness to attempt unfamiliar language, and confidence to make and learn from mistakes.



Assessment and Year Readiness

Evidence, inclusion and next steps

Assessment principle

Assessment is ongoing and purposeful. Teachers assess what pupils can understand, say, read and write, alongside pronunciation, grammar, recall, confidence and use of learning strategies. Pupils should be encouraged to attempt language, respond to feedback and use reference tools independently.

Area	Year readiness	Possible evidence
Speaking and listening	Communicate simple ideas, opinions and information; understand familiar and unfamiliar spoken language; pronounce accurately and use strategies for new words.	Conversation; listening tasks; role play; pronunciation checks.
Reading and writing	Decode texts, identify cognates, use phonics and dictionaries, write accurate sentences and extended passages, and translate.	Reading comprehension; writing; emails; translations; vocabulary work.
Grammar and vocabulary	Use nouns, articles, gender, pronouns, verbs, adjectives, connectives, negatives, opinions and justifications accurately.	Grammar activities; sentence-building; independent writing; quizzes.
Cultural understanding and independence	Recognise language patterns and cultural contexts; use memory strategies, reference tools and technology; show resilience and curiosity.	Cultural tasks; research; dictionary use; self-assessment.

Transition to Year

Pupils are ready for secondary Spanish when they can communicate using increasingly varied language, understand unfamiliar spoken and written language, write connected sentences with accurate basic grammar, use phonics and dictionaries to support independence, express and justify opinions, and approach new language with confidence and resilience.