Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 Speaking and Listening	**The children will know how to**: Produce basic greetings Ask and answer 4 questions: **name, feelings, where you live, age.** Produce 1-10 in and out of order and match to digit. Say how many there are of something. Produce 6 colours Perform a body song.	**The children will know how to:** Ask and answer 6 questions: name, **others' names,** feelings, where you live, age, and colour. Produce 1-20 in and out of order. Produce number bonds to 20. Produce 11 colours. Perform a class objects song, recognising sounds and rhymes. Recognise'll' phoneme. Respond correctly to instructions. Produce classroom objects.	**The children will know how to:** Ask and answer 6 questions: name, others' names, feelings, where you live, age, birthday. Produce 21-31 in order. Recognise odd/even numbers to 31. Produce days and months. Rehearse and say own birthday. Perform days/ months/ birthday songs.	**The children will know how to:** Ask and answer 8 questions: name, others' names, feelings, where you live, age, birthday, **pets,** what colour is.. ? Produce 1-39 in order. Describe a pet/ animal colour, size, personality. Join in with an animal themed song/ story. Recognise'll', 'ie', 'rr','ñ' phonemes.	**The children will know how to:** Express opinions about sports. Practise and perform a song. Use strategies to memorise opinion/sport/ number vocabulary. Produce numbers 1-39 in and out of order and backwards.	**The children will know how to:** Ask and answer 9 questions: name, others' names, feelings, where you live, age, birthday, pets, **what colour is...?** Produce 1-39 in calculations Produce exotic fruit nouns Produce wild animal nouns Join in with a story/act out a story and show understanding of words
Reading and writing	Recognise, 'j,' and silent 'h' phonemes. Produce 6 colours. Produce 8 body parts. Read, understanding and match body words to images. independently. Write and say body words using a model. Write body words [and articles from memory with understandable accuracy.	Read and show understanding of 11 colours. Read and show understanding of classroom objects. Write classroom objects from memory [missing vowels].	Read and show understanding of written numbers 1-10. Read and show understanding of days/ months. Write birthdays using a word bank/ from memory. Recognise, 'ie' and 'j' phonemes and pronounce accurately when modelled.	Read and recognise animal descriptions. Read and recognise animal descriptions. Recognise 'll', 'ie', 'rr','ñ' phonemes.	Use strategies to memorise opinion/sport/ number vocabulary. Read and recognise sport/ opinion phrases in written form. Write sport/ opinion phrases from memory. Recognise 'é' phoneme.	Read and recognise fruit/ animal nouns Revise ce, ñ, j, v, z phonemes Write using a language scaffold Write fruit/ animal nouns from memory
Grammar	Phrases in first person singular. Masc/ fem/ plural articles. Recognise word classes and masc/fem articles	The imperative. Use of the third person singular/ plural for others' names. Use of adverbs.	No capital letter for Spanish days/ months.	Recognise word classes and adjectival position and agreement.	Recognise connectives and variants of definite article.	Spanish telephone numbers are read in pairs of digits

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 **Speaking and Listening**	**The children will know how to**: Ask and answer personal questions. Produce colours. Ask for and state eye colour. Listen and show understanding of sentences describing eye colour. Produce sentences about eyes and hair (with support). Ask for a description of hair. Describe colour, length and type of hair . Use numbers 1 – 39 (all calculations). Ask and say how many brothers and sisters you have (from memory).	**The children will know how to:** Repeat, recognise and produce school subjects. Read aloud and pronounce words for school subjects correctly. Ask for and state favourite subject. Ask for and express opinions about school subjects. Produce sentences giving simple opinions about school subjects. Ask for and state the time (on the hour and half past). Repeat, recognise and produce the letter sounds of the Spanish alphabet. State which subjects you study at school.	**The children will know how to:** Ask and answer questions on a range of topics. Repeat, recognise and produce weather conditions. Join in with an action song about the weather, months or numbers. Listen and show understanding of positive and negative sentences about the weather. Produce months of the year. Repeat and recognise words for the seasons. Say what the weather is like/is not like in different months/seasons. Listen and show understanding of familiar words in a story. Read familiar words aloud in a story. Repeat, recognise and produce multiples of 10 to 60. Ask and answer questions about details in a picture.	**The children will know how to:** Repeat, recognise and produce words for animals and their habitats(domestic, farm, wild, sea, arctic, forest). Use numbers 1 – 69 – count forwards, backwards, add and subtract). Recall and produce the phonemes: 'll' 'j' 'rr' 'ñ' 'v' 'ce'. Listen, repeat and recognise words describing where animals are. Join in with an action song (Habitats song, Old McDonald, Old lady who swallowed a fly). Ask, show understanding of and say where different animals live and don't live.	**The children will know how to**: Produce sports and simple opinions from memory. Join in with the words of a song. Ask and say what your favourite sport is. Say why you like/dislike certain sports . Listen/read and show understanding of which sports are liked/disliked and why. Ask and say which sports you play or do (yo juego/practico). Produce days of the week. State which sports you do on different days of the week. Add, subtract, multiply and divide 2 numbers 1 – 69. Count forwards, backwards, in odds and evens 1 – 69. Recognise and produce numbers out of sequence 1 – 69.	**The children will know how to:** Ask and answer questions on a range of topics Repeat, recognise and produce drink (and food items) for a picnic Recall fruits Ask for an item of food or drink Repeat, recognise and produce sandwich fillings Repeat, recognise and produce ice cream flavours Listen and recognise how much an item costs Ask and say how much an item costs in euros Take part in a dialogue in the café Join in with an action song asking for items of food and drink Divide one number by another 1 – 69 Double and halve numbers 1 – 69 Recognise and produce numbers in the 5x table

Reading and Writing	Read and show understanding of sentences describing hair. Copy sentences accurately containing familiar words. Produce written sentences about eyes and hair (with support/independently). Listen/read and show understanding of sentences about brothers and sisters. Copy sentences accurately about brothers and sisters. Recognise and produce the phonemes – 'rr', 'ñ', 'z', 'v'.	Read aloud and pronounce words for numbers 1 -20 correctly. Read and show understanding of written words for numbers 1 -20. Produce the letter sounds of the Spanish alphabet. Produce written sentences giving opinions about school subjects. Read and show understanding of written words for school subjects. Recognise and produce the phonemes 'ge', 'gi', 'ci', 'ce'.	Read aloud and pronounce weather phrases accurately. Read silently and show understanding of weather phrases. Copy weather phrases accurately. Use en/au correctly in sentences. Produce written sentences describing the weather in each month of the year/season (with support/independently). Recognise and produce the phonemes: 'h', 'ay' 'ie' 'ce' .	Recognise and produce words for animals and their habitats (domestic, farm, wild, sea, arctic, forest). Read aloud and pronounce words for animals correctly. Read silently and show understanding of words for animals. Produce written sentences saying where animals live/are (with support/independently.	Recognise and produce the sounds: 'jue', 'ci', 'ce'. Listen/read and show understanding of sentences about which sports you play/do. Produce written sentences combining verbs and sports (with support or independently).	Copy words for food and drink items accurately Write some items of food and drink from memory Create a menu of food and drinks including prices Recognise and produce the phonemes: j, ll, z, h
Grammar	Show understanding of word order. Show understanding of agreement of adjectives.	Recognise the difference in gender and use them correctly . Using connectives to produce longer sentences.	Make a positive sentence negative. Present continuous (i.e. está lloviendo). Use the gender of nouns correctly, use 1st and 2nd (and 3rd) person pronouns and verbs in the present tense	Position of adjectives in 'Oso Polar'.	Use of definite article – el, la, los. Use of jugar a o practicar el / la. Verbs – 1st person singular – present tense (jugar, practicar, gustar, encantar, odiar.	Genders – use of indefinite articles (un-a) Use of de (of)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 **Speaking and Listening**	Ask and answer questions in first and third person. Produce parts of the body. Produce family members and descriptions. Follow the text of a familiar song, identifying the meaning of words. Use numbers 1-60, all calculations.	Follow the text of a story and begin to read aloud. Recall 1-60 in and out of order. Ask and answer more questions including the time and clothing worn in first and third person. Recall colours. Produce complex sentences involving time/colours/ clothing using a language scaffold. **Speaking Test Practice:** Use a language scaffold to present spoken information and descriptions about time/colours/ clothing, based on a photo or image.	Show understanding of spoken complex sentences about transport. Create more complex sentences in answer to the questions, '¿Cómo vas al colegio? ¿Cómo va él/ella al colegio? ¿Cómo van ellos/ellas al colegio?' using a scaffold of responses. Ask and answer more complex familiar questions with a scaffold of responses. Produce multiples of ten to 100 independently in and out of order.	Ask/ answer more complex familiar questions using a scaffold of responses. Create, rehearse and present complex sentences about rooms/ bedroom items/ prepositions using a scaffold. Listen and show understanding of complex sentences about rooms/ bedroom items/ prepositions. Recall 1-100 in and out of order. Follow the simple text of a story.	Show understanding of spoken complex sentences about family/ opinions/ hobbies/reasons. Ask and answer more complex, familiar questions with a scaffold of responses. Say more complex answers to the questions, '¿Qué haces en tu tiempo libre/ qué hace tu padre..etc ?' using a scaffold of responses. Count 1-100 independently, in order.	Listen and show understanding of complex sentences about countries/ nationalities/ weather Ask/ answer more complex familiar questions using a scaffold of responses Recall 1-100 in and out of order Create, rehearse and present complex sentences about countries/ nationalities/weather with a language scaffold Follow the simple text of a story
Reading and Writing	Read questions in first and third person. Use context and prior knowledge to determine the meaning of words. Read and show understanding of complex sentences which include family/ body vocabulary. Write complex sentences, using familiar family/ body vocabulary, using a language scaffold. Write complex sentences from memory with understandable accuracy.	Read more questions including the time and clothing worn in first and third person. Write time/ colour/ clothing descriptions using a language scaffold. Write time/ colour/ clothing descriptions from memory. Read and show understanding of colour agreement and clothing items in complex sentences.	Use context and prior knowledge to determine meaning of words. Start to predict the pronunciation of unfamiliar transport nouns using knowledge of phonemes. Read and show understanding of written complex sentences and answers. Write longer sentences using a language scaffold. Write longer sentences from memory with	Read and show understanding of written questions and answers. Write questions using a scaffold. Use context and prior knowledge to predict meaning and pronunciation of unfamiliar words. Read and show understanding of complex sentences about rooms/ bedroom items/ prepositions. Write and say longer sentences about rooms/	Recognise the phonemes, 'ó, ú, qu, é, ie' and recall others previously learnt in Y5. Predict the pronunciation of cognate musical instruments and reasons using knowledge of phonemes. Read and show understanding of complex sentences about family/ opinions/ hobbies/ reasons.	Follow the simple text of a story Read and show understanding of written questions and answers Read and show understanding of complex sentences [countries/ nationalities/ weather] Use context and prior knowledge to predict meaning and pronunciation of unfamiliar words Write questions using a scaffold/ independently

	Recognise and produce the phonemes – o and silent 'h' .	Read and pronounce words correctly, using prediction based on previous knowledge. Recall the phonemes, 'll / ca / ce / cu' .	understandable accuracy. Recognise the phonemes, 'o' and 'en'. Predict the pronunciation of unfamiliar words using the phonemes 'o' and 'en'.	bedroom items/ prepositions using a scaffold. Write and say a complex sentence about rooms/ bedroom items/ prepositions from memory. Recognise and produce the phonemes 'co' 'j' and all previous phonemes. Read and show understanding of multiples of ten to 100. Write multiples of 10 to 100 with a scaffold or from memory.	Use context and prior knowledge to determine meaning of words. Write longer family/ opinion/ hobby/ reason sentences using a language scaffold. Write longer family/ opinion/ hobby/ reason sentences from memory with understandable accuracy.	Write and say longer sentences about countries/ nationalities/weather using a scaffold Write and say longer sentences about countries/ nationalities/ weather from memory Recognise and produce the phonemes 'ce', ñ,' 'rr' 'v' and 'z' and all previous Y5 phonemes
Grammar	Show understanding of and recognise the difference between me duele/n AND no me duele(n) and le duele(n). **Hay Tengo** Pronouns Me and Le Me duele + singular noun Me duelen + plural noun/ le duele(n).	First, second and third person present tense of verb, 'llevar' . Third person singular and plural of, 'ser'. Agreement and word order of adjectives (colours) Verde(s) / azul(es) / Negro(a,os,as). Explain the word order and agreement of colour adjectives. Use the correct form of the third person singular and plural of 'ser' and 'llevar'.	Use of the negative: Voy a/ en… No voy… Use of a/ en…before transport noun. Use of the third person singular and plural. Say complex sentences using the first and third person singular and the third person plural. Use correct preposition before transport nouns. Use the negative form.	Use first and second person singular possessive pronouns. Correctly combine preposition endings with following article. Possessive pronouns [mi,mis] De + el= del. De + la = de la. [al lado de/ cerca de…] . Numbers [30 -90 y + number/ 100 + number].	Possessive pronouns [mi/mis; tu/ tus/; su/ sus]. Correct use of 'jugar' and 'practicar' with sports. Combine prepositions and articles in the singular eg; a+el=al. Infinitive form of 'jugar/ practicar' following an opinion. Third person of verbs. The negative form. Explain and use elision. Use correct possessive pronoun, preposition+ article combination and say sentences in first/ third person and in the negative. Use the infinitive form of, 'jugar/practicar,' after opinions . Explain and use elision and use of 'a' before a person with gustar.	Use the correct form of the third person singular; Use the [correct] definite article/ preposition before countries No capital letters for nationalities in Spanish. Adjectival agreement- nationalities [note: 'inglés-inglesa, ' drops the accent in feminine form]

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1&2**
Y6 **Speaking and Listening**	Recall 1-100 in random order and match to digit. Listen to and translate into English sentences about jobs. Speak in sentences about families and jobs using first three parts of the verb 'to be'. Take part in a role play in the doctor's surgery- manipulating language to create different dialogues. Ask and answer several personal questions and recognise them in their written form.	Ask and answer questions and put some sentences together about oneself to form a paragraph both verbally and in writing. Recognise and say the time [all points]. Produce sentences orally describing school routine with times.	Read, ask and answer questions. Talk in sentences about where you or someone else lives. Recognise the written words for places in a town/ directions/ prepositions. Spell places in a town/ directions/ prepositions from memory. Give directions using a range of phrases and sentences. Listen and show understanding of someone else giving directions.	Listen and show understanding of complex sentences. Say a sentence about a character in the story. Produce verbally some complex sentences about a character, expressing opinions and ideas about who the murderer might be. Read, ask and answer questions. Follow a story, joining in with key phrases. Recognise the difference in both spelling and sound, between masculine and feminine endings. Recognise and produce numbers to 10,000.	To recognise and say prices in Euros with knowledge of numbers up to 100. To write words for food from memory drawing on knowledge of phonemes. To ask and answer personal questions and express opinions. Speak in a paragraph about oneself and a third person. To recognise and produce the names of food and drink. To recognise and use the verbs 'To eat and to drink' in the first two pronouns and with the negative. To use adverbs in sentences about eating habits. To take part in a café role play expressing opinions.
Reading and Writing	Write a role play in the doctor's surgery- manipulating language to create different dialogues. Recognise and produce the phonemes – co, ca, cí, ue. Write sentences/a paragraph about family and the jobs they do. Use a dictionary to extend vocabulary of jobs.	Recognise school routines and times in written word. Use a dictionary to find the meaning of unknown language. Write sentences about school routines and times. Recognise and produce orally phonemes, 'ci, cu, h, qu, e, ei, ie, v, ll, gi '. Recognise 1-100 in written words.	Write a series of sentences about what there is to do in one's city. Predict the pronunciation of unfamiliar language. Recognise written sentences containing prepositions and directions. Write sentences about where things are in relation to others, using prepositions.	Write a character description in third person using a dictionary if necessary. Write a sentence about a character from the story from memory. Decipher meaning from longer sentences/paragraphs using clues/cognates and dictionaries. Recognise and produce ch, e, ait, ier/ière phonemes and use the knowledge to predict	Read and write personal questions and produce new questions by manipulating verbs and question words. To write a café role play substituting words and using dictionaries.

			Recognise phonemes 'v, ñ, z, qu, ci, ce,' stress accents. Numeracy: Recognise and produce numbers to 1,000,000 orally and in written word.	pronunciation of unknown words.	
Grammar	Definite article and its (lack of) use with professions. Possessive pronouns [mi, mis]. Use of first three persons of verb 'ser' and first person of 'tener.' Masc/ fem agreement with jobs. The imperative (as part of a set phrase). Use first person of verb 'to have' to talk about family, feelings and illness. Produce names of family and jobs orally and in writing including definite and possessive pronoun.	Use verbs [including reflexive] correctly in the first person singular and the negative. First person singular of common verbs, including some reflexive ones.	First three persons of verbs 'to live', 'to have' and 'to be called'. Personal pronouns in first 3 persons Imperatives. A, al, a la. Use third person to give some information about others.	Masculine and feminine noun endings. Omit article in sentences about jobs. Present and imperfect tense of haber in phrases 'hay, había.' Ser in first three parts of present tense. Estar in first three parts of present and imperfect tense. The difference between 'ser' and 'estar.'	First three parts of common verbs. Adverbs of frequency. Use of the negative.

Modern Foreign Languages – Spanish – End of Year Progression/ Milestones