Holy Cross Curriculum Progression

MFL SPANISH

Grammar

Year group	Progression statements
Year 3	• Use simple first- and second-person verb forms when introducing themselves and asking questions, e.g. me llamo, tengo, ¿cómo te llamas? • Form basic questions with cómo, qué, cuál, cuánto(s), cuándo and ¿tienes…? • Use me gusta/no me gusta to give straightforward preferences; link simple ideas using y and pero. • Recognise masculine and feminine nouns and use un/una in familiar contexts. • Begin using singular/plural forms, mi/mis, no tengo, hay and hoy in short phrases.
Year 4	• Revisit Year 3 structures and use tengo/no tengo, vivo, voy, como, bebo and toco in familiar sentences. • Match common nouns to el/la/los/las and un/una; form regular plurals with -s or -es. • Ask and answer questions with ¿tienes…?, ¿dónde…?, ¿qué…?, ¿cuál…? and ¿cómo…? • Use en and basic transport phrases; express preferences with me gusta(n), me encanta(n), no me gusta(n) and odio. • Give simple reasons and join sentences using y, pero and porque; use hay and mi to describe familiar places and belongings.
Year 5	• Consolidate article, gender and plural rules; choose adjectives that agree with the person or noun described. • Describe feelings and appearance with estoy/tengo, soy/es and tiene + number + body part. • Differentiate me duele and me duelen; use tengo + illness to explain how someone feels. • Ask where someone lives or travels and use vivo en…, voy a… en…; express nationality with soy and languages with hablo. • Use numbers, money and measurement vocabulary in shopping structures such as ¿cuánto cuesta?, tengo… euros and voy a comprar….
Year 6	• Apply prior rules for gender, number, articles and adjective agreement across longer descriptions. • Tell the time using es la una / son las…, y cuarto, y media and menos cuarto. • Sequence routines using first-person verbs and time phrases such as después, luego, más tarde and a las…. • Move between first- and third-person descriptions: soy/es, tengo/tiene, me llamo/se llama and llevo/lleva. • Form practical questions and responses for directions, clothing, cafés and jobs; use hay/no hay, commands, quisiera… and quisiera ser….

Vocabulary

Year group	Progression statements
Year 3	• Learn greetings, names, feelings, classroom instructions and common Spanish sounds and letters. • Recognise and use numbers to 50, ages, colours, dates and birthdays. • Build word banks for family members, familiar foods and farm animals. • Use vocabulary about Spain, its culture and Spanish-speaking communities. • Retrieve previously taught words through pictures, songs, stories and short exchanges.
Year 4	• Revisit personal information, numbers, colours and high-frequency Year 3 language. • Learn pets, homes, locations, rooms and household descriptions. • Name transport, classroom equipment, school lunch foods and common fruit. • Extend vocabulary for sports, hobbies, school subjects and musical instruments. • Use weather expressions and words for simple market transactions.
Year 5	• Revisit prior topics, adding emotions, body parts, common symptoms and remedies. • Learn cities, countries, continents, nationalities and languages; explore Spanish-speaking countries. • Use transport and travel expressions for journeys and holidays. • Read, say and use numbers to 100 and beyond in money-related tasks; recognise euros. • Learn supermarket foods, quantities and units such as kilos, grams and litres.
Year 6	• Revise and combine familiar vocabulary from previous years in new contexts. • Learn clock times, daily activities and useful time connectives. • Expand vocabulary for physical appearance, personality, clothing and colours. • Name places in town and language for locating places or giving directions. • Learn café orders, food and drink choices, occupations and vocabulary for communicating with a Spanish pen friend.

Linguistic competence

Year group	Progression statements
Year 3	• Recognise sound–spelling links in the Spanish alphabet and attempt familiar words with support. • Read and understand familiar labels, questions and short phrases supported by context. • Copy, adapt and write simple words or modelled sentences; begin to recall some independently. • Use repeated language patterns to make new short statements and interpret simple meaning from context.
Year 4	• Apply familiar pronunciation and spelling patterns to new vocabulary. • Read short statements and questions about home, school, food and hobbies; locate key information. • Write connected simple sentences using models, changing nouns, verbs or opinions to suit a purpose. • Transfer known structures between topics and check common agreement and plural endings.
Year 5	• Draw on vocabulary and grammatical patterns to understand short unfamiliar combinations of familiar language. • Read short dialogues, descriptions and practical texts to find specific information. • Write linked sentences for descriptions, travel or shopping situations, with increasingly accurate grammar. • Select suitable expressions for different real-life contexts and revise for meaning, spelling and agreement.
Year 6	• Interpret short passages and dialogues by combining known structures with contextual clues. • Read and produce longer descriptions, sequences and practical exchanges using appropriate models where needed. • Draft short coherent texts, including a personal profile or pen-pal message, joining details logically. • Choose vocabulary and grammar with greater independence, checking accuracy of verb forms, agreement, punctuation and spelling.

Speaking

Year group	Progression statements
Year 3	• Use greetings and simple introductions with understandable pronunciation. • Ask and answer rehearsed questions about name, age, feelings, colour preferences and birthday. • Say numbers, familiar vocabulary and short phrases aloud; spell familiar names using the Spanish alphabet. • Take part in brief partner exchanges, using prompts or sentence frames where appropriate.
Year 4	• Ask and answer questions about pets, home, school travel and classroom items. • Express likes, dislikes and preferences for food, sport, subjects and hobbies, giving a short reason. • Practise short role plays, such as requesting an item or asking for fruit at a market. • Develop longer replies by joining simple clauses and using familiar language more spontaneously.
Year 5	• Describe emotions, body parts and appearance, using gender and number carefully. • Participate in doctor–patient role play to explain symptoms and suggest simple remedies. • Exchange information about countries, nationalities, languages, journeys and travel. • Rehearse shopping conversations using prices, quantities and food vocabulary; respond to follow-up questions.
Year 6	• Tell the time and explain daily routines in a sensible sequence. • Describe self and others in greater detail, including appearance, personality and clothing. • Ask for and give directions and order food or drinks using polite transactional language. • Sustain a short conversation, ask relevant follow-up questions and offer fuller answers using prior learning.

Listening

Year group	Progression statements
Year 3	• Recognise common greetings, numbers, familiar names and basic classroom instructions. • Understand simple questions about personal details when spoken clearly and repeated if necessary. • Identify familiar words and key ideas in songs, stories and short spoken phrases. • Respond to simple instructions and select the appropriate answer or picture.
Year 4	• Follow familiar questions and instructions related to home, school, food and leisure. • Identify details such as pets, locations, possessions, transport and preferences from short spoken descriptions. • Recognise positive and negative statements and simple reasons. • Listen to a short exchange and give an appropriate verbal or non-verbal response.
Year 5	• Identify emotion, illness and body-part information from a brief description or role play. • Understand key details in conversations about location, nationality, travel and shopping. • Pick out numbers, prices and quantities from familiar spoken contexts. • Respond to a wider range of questions, including short connected utterances with some unfamiliar combinations.
Year 6	• Understand spoken times and everyday routines, including sequence and time clues. • Identify specific descriptive details about people and what they are wearing. • Follow simple directions and understand requests in café or shopping scenarios. • Listen for the main idea and supporting details in a longer familiar-topic exchange and respond appropriately.

Additional pathway | Years 4–6 beginners

Strand	Beginning progression
Grammar	• Begin with first- and second-person exchanges for names, feelings and age: me llamo, tengo, ¿cómo…?, ¿cuántos…? • Introduce basic question words, sí/no, preferences (me gusta/no me gusta), numbers in sentences and simple articles. • Extend to dates, family, pets, sports, school and weather using the introductory grammar sequence rather than assuming earlier study.
Vocabulary	• Start with Spanish culture, greetings, numbers to 50, colours and festive language. • Move to dates, birthdays, family, pets, sports and hobbies, school subjects and weather expressions. • Prioritise secure recall of core everyday words before expanding into additional units.
Linguistic competence	• Recognise and read common words and phrases; practise sound–spelling links as vocabulary is introduced. • Write short patterned sentences and adapt them using substituted words. • Build confidence with familiar structures rather than expecting the same range as pupils who began in Year 3.
Speaking	• Introduce themselves, say their age and exchange basic questions and answers. • Say preferences and information about family, pets, hobbies and school. • Rehearse short conversations with visual and sentence support, building independence gradually.
Listening	• Respond to greetings, names, ages, numbers and simple questions. • Identify familiar topics and words in short speech and classroom practice. • Follow basic instructions and recognise straightforward preferences or factual details.