

Languages Progression Map 2025-26

EYFS		Year 1	Year 2	Year 3 Spanish	Year 4 Spanish	Year 5 Spanish	Year 6 Spanish
Knowledge	Understanding the World/People, Culture and Communities Explain some similarities and differences between life in this country. and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	English Writing Spell the days of the week Name the letters of the alphabet in order. Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.	English Writing Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	I can understand a simple instruction, such as 'stand up'. I can learn and remember new words from my reading. I can tell whether words are nouns, adjectives or verbs.	I can write a range of words and some short phrases from memory. I can recognise a question and a negative sentence.	I can learn a song or poem using the written words to help me. I know the different forms of some common verbs and when to use each form.	I can create my own extended sentences. I know the different forms of a variety of verbs and when to use each form.
	Personal, Social and Emotional Development/Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Communication and Language/Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Communication and Language/Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Literacy/Writing Write simple phrases and sentences that can be read by others. Maths/Number Patterns Verbally count beyond 20, recognising the pattern of the counting system.	English Writing Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. Write down one of the sentences that he/she has rehearsed. Compose and write sentences independently to convey ideas.	English Writing Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.	I can recognise and respond to words and phrases I hear. I can join in with parts of a story or song I can ask and answer simple questions about personal information. I can speak clearly to an audience using good pronunciation. I can match written words and phrases to pictures or symbols. I can read some familiar words aloud I can remember how to write some words on my own. I can use some simple adjectives to describe a picture or object. I can write a sentence to describe a picture or object using a word bank to help me I can use some simple adjectives to describe a picture or object.	I can accurately repeat the sounds that I hear in songs and rhymes. I can read aloud with good pronunciation. I can understand and read out several familiar phrases and sentences. I can follow the words of a text when it is being read aloud. I can work out the meaning of some new words when I am reading. I can use different adjectives to describe people or a detailed picture. I can write sentences to describe something, using some words I've remembered and an example sentence to help me. I can use pronouns and articles correctly.	I can match the spoken version of most words I know to the correct spelling. I can talk about likes and dislikes giving reasons. I can make changes to a complex sentence I have heard to create a new sentence with a different meaning. I can change my voice to show whether I am asking a question or making a statement. I can prepare a short speech to say in front of an audience. I can use a dictionary to find new words linked to a topic. I can write phrases and some simple sentences from memory. I can describe people and things using different adjectives and can use some verbs to say what people are doing. I can change a sentence into a question or a negative sentence.	I can use my knowledge of spelling to help me read unfamiliar words. I can discuss a topic with others giving my own ideas and asking for help when I need it. I can use the way I speak to make my meaning clear and keep my audience interested. I can use words and phrases I have learnt from reading and from dictionaries. I can write several phrases and sentences from memory and can change them to express my own ideas. I can choose the best adjectives to describe people, places and things and the right verb to describe an action. I am beginning to use some adverbs.

A Saint Michael's Learner:

- ✓ Can speak, read & write in Spanish confidently
- ✓ Appreciates Spanish culture and traditions



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Understanding	English Writing Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark. Begin to punctuate work using question marks and exclamation marks.	English Writing Use expanded noun phrases for description and specification <eg>the blue butterfly, plain flour, the man in the moon</eg>. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress <eg>she is drumming, he was shouting. Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma. Use question marks and exclamation marks appropriately.	I can use a familiar sentence and change one or two words to make a new sentence. I know that nouns may be masculine or feminine (or neuter). I know the order of words in sentences.	I can recognise familiar phrases and sentences in stories. I can link some of the sounds of the language to their spellings. I can ask and answer questions about different topics. I can change simple sentences I have heard in different ways to make new sentences. I understand that adjectives sometimes change because of the noun they describe.	I can understand the main points from a spoken passage. I can understand the main points from a short-written text. I know how to change an adjective to the correct form if necessary, according to the noun it is linked to.	I can understand the main points and some details from spoken passages on a range of subjects. I can understand the main points and some details from a text which includes unfamiliar language. I can try to read and understand a range of different texts using clues to help me. I understand how to use some adverbs in sentences. I know that different languages have different rules about grammar.
Key Vocabulary			Colours Basic numbers Days of the week Greetings Christmas Months Goldilocks Transport Fruit	Larger numbers Simple questioning 'how are you?' Instruments Animals including pets Red Riding Hood	Family Food Order and Commands Classroom equipment Dates Birthdays Weather Home	School subjects Hobbies Healthy food My name is . . . Clothes Planets
Cultural Capital			Festivals: La Tomatina	Flamenco dancing & music	Maps of Spain: Cities and landmarks	Food

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