Rutherford House School
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Spanish

Progression in Skills and Knowledge

Whole-School Overview • EYFS to Year 6 • 2026–27

Rutherford House School

Spanish – Progression in Skills and Knowledge

Speaking and Listening

Whole-Year Progression

Skill / Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	- Join in with familiar Spanish songs, nursery rhymes and chants. - Repeat familiar single words with the help of actions and prompts. Ex. greetings (hola), numbers and colours in songs. - To listen with care, to take part in activities to demonstrate understanding and to respond to familiar Spanish songs, nursery rhymes and chants with actions. Ex. Juan pequeño (song about body parts).	- Repeat familiar single words and short familiar phrases. Say some of these familiar words and phrases. Ex. names (tigre, dragón, señora), colours, numbers and parts of the face in songs (Tengo dos ojos). - Respond to and understand a few very familiar spoken words and phrases helped by prompts and actions. Ex. days of the week in a song, class instructions through spoken words and actions, fruit in a picture story.	- Say and repeat familiar single words and short familiar phrases. Ex. greetings, numbers and familiar cognates (ex. praising). Recognise question forms and negatives.	- Say and repeat single words and short simple phrases. Ex. greetings, days of the week, yes (sí), please (por favor).	- Answer simple questions and give basic information. Ex. name, age, where they live.	- Ask and answer simple questions and talk about their interests. Ex. favourite foods, describing animals, opinions about subjects and the weather. - Understand the main point from a short spoken passage made up of familiar language in simple sentences. Ex. audio story about the planets, message in a song about time, the weather, role play with peers (opinions about food and drink).	- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Ex. give a short prepared talk, including expressing opinions (introducing themselves, family, hobbies, describing a sculpture/picture/painting or photo).

Speaking and Listening – continued

Whole-Year Progression

Skill / Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	- Imitate pronunciation. **GD:** Say, repeat and understand very familiar spoken words.	- Listen with enjoyment to stories read by the teacher, songs, nursery rhymes and chants. - Understand conventions such as taking turns to speak, valuing the contributions of others (ex. role-play about greetings and names). **GD:** Say, repeat and understand very familiar spoken words and phrases.	- Understand a few very familiar spoken words and phrases. Ex. greetings, numbers, familiar cognates and familiar Spanish songs and chants. **GD:** Say, repeat and understand familiar spoken phrases.	- Understand a few familiar spoken words and phrases. Ex. teachers' instructions, colours and numbers. **GD:** Say, repeat and understand simple whole sentences.	- Understand a range of familiar spoken phrases. Ex. phrases about themselves and their family, their school, the weather. **GD:** Use sentences to say their name, age, names of family members. Understand a range of sentences.	**GD:** Create a range of their own sentences to ask. - Understand the main points from a longer spoken passage made up of some less familiar language in simple sentences.	- Understand and respond to spoken and written language from a variety of authentic sources. Ex. audio from students in partner school in Spain, questions by specialist teacher, Spanish clips and songs. **GD:** Make a presentation to the class. Explain different opinions they have heard about the same topic. Ex. Art, Music, Food, Hobbies, other countries.

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Reading

Whole-Year Progression

Skill / Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	- Match familiar picture word cards to the correct familiar pictures. - Understand that words convey meaning. - Read aloud a few familiar words (ex. Mamá) in chorus with confidence and enjoyment from a known familiar text. Ex. Stories (The Giant Turnip, Mamá). **GD:** Recognise familiar words from a known familiar text.	- Order cards in a sequence (Ex. Cinderella story). - Read aloud in chorus with confidence and enjoyment from a known familiar text. - Notice the spelling of short familiar words and familiar cognates. Ex. sí, no, fruta, planta, mango, pizza. Animals and colours from stories, poems or nursery rhymes. **GD:** Recognise and read out familiar words and familiar phrases from a known familiar text.	- Recognise and read aloud a few familiar words. - Notice the spelling of familiar words. Ex. Animals and colours from stories and rhymes, labels on familiar objects and displays. **GD:** Recognise and read out familiar words, familiar phrases and a few very familiar sentences.	- Recognise and read out a few familiar words and phrases. Ex. from stories and rhymes, labels on familiar objects, the date, the weather. **GD:** Recognise and read out simple whole sentences.	- Understand and read out familiar written phrases. Ex. phrases about themselves, animals, pets, food and drink. **GD:** Understand and read out a range of whole sentences.	- Understand the main point(s) and some of the detail from short written texts or passages in clear printed script. Ex. Information about the planets in fiction and non-fiction texts, e-mail or postcard from partner school in Spain. **GD:** Understand the main point(s) and some of the detail from longer written texts or passages.	- Understand the main point(s) and some opinions in written texts from various contexts. Ex. A poem or part of a story. **GD:** Discover and develop an appreciation of a range of writing in Spanish.

Writing and Grammar

Whole-Year Progression

Skill / Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing and Grammar	- Understand that writing conveys meaning. - To trace a very few simple Spanish words. Ex. numbers or colours with no more than two syllables (uno, dos, tres, rojo, azul, verde). **GD:** Attempt to copy simple words or symbols. **GRAMMAR:**	- Attempt to copy simple words or symbols. Ex. numbers, pets, parts of the plant. **GD:** Copy simple words or symbols. **GRAMMAR:** - Expose children to phrases in the masculine and feminine (ex. el ojo = the eye, la boca = the mouth). - Expose children to nouns vs adjectives (ex. animals and colours).	- Copy simple words or symbols. Ex. numbers, animals, colours, fruit, body parts. **GD:** Copy one or two simple whole sentences. **GRAMMAR:** - Introduce children to phrases in the masculine and feminine, nouns and adjectives (ex. fruits and colours) and the position of nouns and adjectives.	- Write or copy simple words, phrases and a very few familiar simple sentences following a model. Ex. numbers, days of the week, target vocabulary. **GD:** Write or copy one or two simple whole sentences. **GRAMMAR:** - Expose children to definite and indefinite articles in the masculine, feminine, singular and plural. - Use correct position of nouns and adjectives (ex. El Popactepetl es un volcán enorme).	- Write one or two sentences from a model and fill in the words on a simple form. Ex. Fill in the gaps in a song, create a poster. **GD:** Write one or two sentences without a model. **GRAMMAR:** - Understand the use of definite and indefinite articles in the masculine, feminine, singular and plural (el, la, los, las = the vs. un, una, unos, unas = a/some). - Use correct position of nouns and adjectives (ex. Llevo unos zapatos negros = I am wearing black shoes).	- Write a few short sentences with support using expressions which they have already learnt. Ex. Write a short text on a familiar topic adapting language which they have already learnt (description of a rainforest animal, opinions about tropical fruit in a simple e-mail message, display or an identity card). **GD:** Write a few longer sentences without support. **GRAMMAR:** - Introduce children to the use of articles with both gender and number. - Use correct position of nouns and adjectives.	- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Ex. sentences about themselves, messages containing three to four sentences, posters, brochures, greeting cards. **GD:** Explain the effect of the grammatical point and structures they are using. Ex. masculine vs. feminine, position of adjective and nouns, agreement of adjectives and nouns. **GRAMMAR:** - Use of articles with both gender and number.

Writing and Grammar – continued

Whole-Year Progression

Skill / Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing and Grammar	**GRAMMAR:** - Clap syllables in words. - Clap words in phrases.	**GRAMMAR:** - Expose children to the position of nouns and colours through stories (Ex. Oso marrón = Brown Bear). - Introduce plural vs. singular nouns. - Expose children to conjunctions (and, but).	**GRAMMAR:** - Use of numbers and nouns in the plural (ex. tres fresas = three strawberries). - Use of conjunctions (and, but).	**GRAMMAR:** - Use of singular vs. plural. - Construct and order phrases and simple sentences correctly (ex. Article + noun, S+V+O). - Use of the conjunction “and” to join phrases and/or simple sentences.	**GRAMMAR:** - Expose children to the agreement of nouns and adjectives in the masculine and feminine, singular and plural. - Expose children to verbs and conjugation in the present and the use of the negative. - Use of verbs in the present tense (first and second person, singular). Ex. Sentences (questions and answers about daily routine). - Use of the conjunctions “and” and “but” in affirmative or negative sentences.	**GRAMMAR:** - Introduce children to the agreement of nouns and adjectives in both gender and number. - Use conjugation in the present tense (first and second person, singular), use of verbs to express opinions (ex. Me gusta = I like) and use of the negative. - Use compound sentences with “and” or “but”. - Introduce children to complex sentences with “because”.	**GRAMMAR:** - Use of correct position of nouns and adjectives. - Use of agreement of nouns and adjectives in both gender and number. - Use of conjugation in the present tense (1st, 2nd and 3rd person in the singular). Expose children to conjugation in the present tense (person in the plural). - Use of verbs to express opinions in affirmative and negative sentences with some quantifiers (ex. mucho = much). - Use compound sentences (and/or) and complex sentences with “because”.

Spanish – Progression in Skills and Knowledge

Vocabulary

Whole-Year Progression

Skill / Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Basic greetings Parts of the face Colours Numbers 0-10 Wild animals Family members Minibeasts	Greetings Body parts Colours Numbers 0-20 Pet animals Parts of the plant Class instructions Days of the week Seaside vocabulary	Class instruction Classroom vocabulary Colours Zoo animals Marine vocabulary Habitats Transport Directions Fruit and vegetables Locations Environmental vocabulary Body parts	Greetings Praise words Classroom language Countries Adjectives (colour, size) Body parts expressions Seasons and weather Fruits of the rainforest Animals of the rainforest Marine vocabulary Numbers 0-31 Months	Places in school Clothes Daily Routine verbs Spanish food Holiday vocabulary Means of transport Continents and Latin American Countries Prepositions Geometrical shapes Instruments Likes and dislikes Adjectives (taste/flavour)	Wh- questions Numbers to 50 Daily Routine verbs Spanish food Time vocabulary Food and drinks Weather (Q&A) Rainforest animals and fruit Vocabulary (nouns and adjectives) to describe rainforest animals and fruits (ex. body parts, colours) The planets Vocabulary to describe the planets and their position “Ser” vs. “estar” (To be) Adverbs (close, far) Class equipment and subjects The weather and the Water cycle	Food, drinks and meals Hobbies Peru (people, clothes, landmarks, animals and food) Family Uniform Places in town Revision of prior learnt vocabulary