

Spanish at Beaconside:

Progression through NC Language Pillars

The table below outlines the language pillars (grammar, phonics and vocabulary) as outlined in the NC (2014) for Modern Foreign Languages (MFL). It summarises the progression of MFL knowledge, within each knowledge pillar, for pupils at Beaconside, in Year 3 to 6. This document should be used in conjunction with the document titled ‘Spanish – Progression through NC Attainment Targets’.

Progression of Knowledge: Grammar				
NC	Year 3	Year 4	Year 5	Year 6
Terminology	<ul style="list-style-type: none"> Cognate Noun Gender Masculine Feminine Adjective Noun phrase Indefinite article Agreement Verb Inverted punctuation mark Accent/una tilde Singular Plural Capitalisation – uppercase/lowercase 	<ul style="list-style-type: none"> Adjectival agreement Definite article Negative First person – singular and plural Conjunctions Compound words – numbers 	<ul style="list-style-type: none"> Infinitive Conjugate Second, third person Regular verbs Irregular verbs Adverbials of time Present tense Determiners 	<ul style="list-style-type: none"> Adverbials of frequency Paragraphs Fronted adverbials Preposition Contraction = a + el
Masculine and Feminine Forms Nouns – including determiners.	<ul style="list-style-type: none"> knowing that every noun is either masculine or feminine. knowing that gender affects the form of the indefinite article i.e. un or una. knowing that feminine nouns often (but not always) end in ‘a’ and masculine nouns often (but not always) end in ‘o’. knowing that the ending of a noun changes when the noun is in the plural form knowing that most nouns in Spanish become plural by adding an ‘s’ at the end, as in English. Knowing that nouns for days of the week do not include a capital letter at the beginning. Knowing the spelling of the adjective Querido – changes to agree with the noun it is referring to 	<ul style="list-style-type: none"> knowing that gender affects the form of the definite article as does the grammatical number (singular or plural) – i.e. el, la, los and las. knowing how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. knowing that nouns for months of the year do not include a capital letter at the beginning. 	<ul style="list-style-type: none"> knowing that plural nouns, referring to nouns of mixed gender, always take the masculine form. knowing that the determiners ‘this/these’ and ‘many’ change their form depending on the gender and grammatical number of the noun. 	<ul style="list-style-type: none"> Applying knowledge of masculine and feminine nouns, singular and plural, with appropriate determiners in extended sentences
Masculine and Feminine Forms Adjectives	<ul style="list-style-type: none"> knowing that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat. Knowing that the ending of an adjective often changes according to the gender of the noun it describes. 	<ul style="list-style-type: none"> noticing that a few adjectives can be positioned in front of the noun in Spanish e.g. – primero, próspero knowing that the ending of an adjective can change according to the gender AND the number of the noun it describes. 	<ul style="list-style-type: none"> applying the rules for changing the ending of an adjective according to the gender and number of the noun it describes. 	<ul style="list-style-type: none"> noticing and applying more adjectives that can be positioned in front of the noun in Spanish e.g. bueno - un buen día, mal tiempo,
Verbs – and the conjugation of high-frequency verbs	<ul style="list-style-type: none"> using some common verbs in the present tense – tengo, tienes, estás, me llamo, te llamas, es, son, hay 	<ul style="list-style-type: none"> knowing some common verbs in the present tense – me gusta, me encanta, odio, come, tiene knowing the third person singular and plural forms of me gusta and me encanta knowing that me gusta and me encanta are followed by the definite article. knowing that placing ‘no’ before the verb makes it negative. knowing that ‘está’ is another way of saying ‘it is’ and is used to describe position. knowing that when expressing likes and dislikes about a noun, me gusta is followed by the definite 	<ul style="list-style-type: none"> knowing that the infinitive of a verb in Spanish e.g. desayunar (to have breakfast) means ‘to do...something’. knowing some common infinitive verbs in the present tense – e.g. lavar, cantar knowing that the ending of verbs change according to the subject. knowing how to conjugate the verb desayunar in the present tense for the first, second and third person singular knowing how to conjugate the verb ‘ir’ in the present tense for the first, second and third person singular 	<ul style="list-style-type: none"> knowing some common verbs in the present tense – vivo, hablo, se escribe knowing that the infinitive of all verbs in Spanish end in either -ar, -er or -ir. knowing how to form the first person, second person and third person of the verb llamarse and gustar. knowing how to recognise the first person, second person and third person of common verbs. knowing that we use the verb jugar (to play) with some sports and practicar with other sports.

Progression of Knowledge: Grammar				
NC	Year 3	Year 4	Year 5	Year 6
		article (el or la) then the noun e.g. Me gusta el helado.	<ul style="list-style-type: none"> knowing that <i>está</i> for 'is' is used when talking about a location (or a city) – rather than 'es'. 	
Conjunctions		<ul style="list-style-type: none"> knowing conjunctions 'y' or 'con' can be used to extend sentences. GD - knowing the conjunctions 'pero' and 'también' can be used to extend sentences and compare/contrast opinions. 	<ul style="list-style-type: none"> knowing multi-clause sentences can be constructed using the conjunctions – 'entonces', 'más tarde', 'luego' knowing sentences can be improved by adding detail using the conjunction - 'porque'. 	<ul style="list-style-type: none"> knowing multi-clause sentences can be constructed using the conjunctions – 'sin embargo', 'además'
Adverbials			<ul style="list-style-type: none"> knowing multi-clause sentences can be constructed using the adverbial phrases 'a las cinco', 'de la mañana', 'de la tarde', 'de la noche' knowing sentences can be improved by adding adverbs for cohesion – 'a veces', 'normalmente'. 	<ul style="list-style-type: none"> knowing sentences can be improved by using adverbials of frequency – 'nunca', 'todos los días', 'los lunes' etc. knowing multi-clause sentences can be constructed using the adverbial phrases 'en la primavera', 'en el invierno', 'en el otoño' or 'en el verano'
Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	<ul style="list-style-type: none"> knowing that, in Spanish, as well as question/exclamation marks being used at the end of the relevant sentence, an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes? ¡Muy bien! Knowing that the word order is sometimes different in Spanish compared to English. understanding the literal meanings of '¿Cómo te llamas?' and '¿Cuántos años tienes?' as 'How do you call yourself?' and 'How many years do you have?' and recognising the difference in structure to English. knowing that Days of the Week do not have capital letters in Spanish. 	<ul style="list-style-type: none"> knowing that numbers such as <i>dieciséis</i> in Spanish are basically a compound version of 'diez y seis' (ten and six) like <i>veintiuno</i> is a compound version of <i>veinte y uno</i>. knowing that in Spanish the cardinal number is used in a date, not the ordinal number (as in English) – except for <i>el primero</i>. Knowing conjunctions such as <i>y</i> (and) and <i>con</i> (with) and <i>pero</i> (but) can be used to join clauses. knowing that <i>pero</i> (but) can be used to extend a sentence and compare a like and dislike – <i>Me gusta el helado pero no odio la fruta</i>. knowing that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? 	<ul style="list-style-type: none"> knowing that when building 2-digit numbers above 30 (excluding the multiples of 10), we use the 'y' (and) conjunction to say the equivalent of 'thirty and one' e.g. <i>treinta y uno</i>. knowing that <i>en</i> is usually used as a preposition when the mode of transport is something you get into e.g. <i>en tren</i> whereas <i>a</i> is usually used when you are not getting into a form of transport e.g. <i>a pie</i> which means 'on foot'. knowing that there is no possessive apostrophe in Spanish but that to say 'my friend's house' the Spanish would say <i>la casa de mi amigo</i> (house of my friend). knowing and using some adverbials of time to add interest to a sentence. knowing that 'hay' can be used to mean 'there is' or 'there are'. 	<ul style="list-style-type: none"> knowing that when the preposition 'a' is followed by <i>el</i>, the contraction 'al' is used e.g. <i>juego al tenis</i>. knowing that 'porque' (because) can be used to extend a sentence and give a justification and 'pero' can be used to contrast opinions. understanding different interrogative words in Spanish – where, what, how many, how. knowing that there are four forms of the question word 'cuánto' that changes according to the gender and number of the noun. knowing and using some adverbials of frequency to add detail to a sentence.

Progression of Knowledge: Phonics				
National Curriculum (2014) attainment targets	Year 3	Year 4	Year 5	Year 6
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<p>Saying the key phonemes that are represented by the following graphemes: a, e, i, o, u, ca, ce, ci, co, cu, que, qui ga, ge, gi, go, gui. gue z, rr, h, j, ñ, v, ll, y.</p> <p>Using the knowledge of phonemes and graphemes to read aloud or say individual familiar words.</p> <p>Knowing that some letters carry an accent – una tilde. When it is wavy over an 'n' it creates the 'ny' sound as in canyon.</p>	<p>Recalling all phonemes and applying this knowledge to the reading of new words and short sentences.</p> <p>Applying and practising blended sounds created by linking some of the key phonemes. ai, ei, oi, ui, au, eu, ia, ie, io, iu, ua, ue, uo.</p>	<p>Recalling all phonemes and applying this knowledge to the reading of new and unfamiliar words in extended/complex sentences.</p>	<p>Recalling all phonemes and applying this knowledge to the reading of new and unfamiliar words in short paragraphs.</p>
<p>See also the document titled 'Spanish – Progression through NC Attainment Targets' – reviewing the sections listed below:</p> <ul style="list-style-type: none"> Speaking: explore the patterns and sounds of language through songs and rhymes Speaking - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 				

- Reading - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Progression of Knowledge: Vocabulary

	Year 3		Year 4		Year 5		Year 6	
Autumn	Hola buenos días Adiós Me llamo... ¿Cómo te llamas? ¿Cómo estás? ¿Qué tal? ¿Y tú? Bien Gracias Regular Así así Mal Fatal Muy Fenomenal Estupendo España araña elefante idea olvidar universe ¡Muy bien! ¡Estupendo! ¡Excelente! ¡Fantástico! Bien Otra vez - Por favor Gracias Buenas tardes Buenas noches uno dos tres cuatro cinco seis siete ocho nueve diez once doce los número ¿Qué número es? casa cerdo ciclismo coche cucaracha queso quince ¿Cuántos años tienes? Tengo ____ años. euro ¿Cuánto es, por favor? ¡Feliz Navidad! Próspero año y Felicidad Una tarjeta Querido/a/os/as Con cariño	Hello Good morning Goodbye My name is... What is your name? How are you? How are you? What about you? Good/well Thank you Ok Ok Bad Awful Very Amazing! Great! Spain Spider Elephant Idea To forget Universe Very good! Great! Excellent! Fantastic! Good Again Please thank you Good afternoon Good evening one two three four five six seven eight nine ten eleven twelve numbers What number is it? house pig cycling car cockroach cheese fifteen How old are you? I am __years old. euro How much is it, please? Happy Christmas Prosperous and happy New Year A card Dear With love	trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte veintiuno veintidós veintitrés veinticuatro veinticinco veintiséis veintisiete veintiocho veintinueve treinta treinta y uno y enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre Mes ¿Qué fecha es hoy? Día La fecha El De ¿Cuándo es tu cumpleaños? Mi Feliz cumpleaños Sí No Por favor Gracias Lo siento Perdón ¡Ayúdame! ¡Leed! ¡Sentaos! ¡Levantaos! ¡Hablad! ¡Trabajad en parejas! ¡Entregad los cuadernos! Soy	Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty Twenty one Twenty two Twenty three Twenty four Twenty five Twenty six Twenty seven Twenty eight Twenty nine Thirty Thirty one And January February March April May June July August September October November December Month What is the date today? Day The date The Of When is your birthday? My Happy birthday Yes No Please Thank you Sorry Excuse me Help me! Read! Sit! Stand! Talk! Work in pairs! Hand in books! I am	treinta y dos treinta y tres treinta y cuatro treinta y cinco treinta y seis treinta y siete treinta y ocho treinta y nueve Cuarenta cincuenta sesenta setenta ochenta noventa cien ¿Qué hora es? Es la una Son las ____ Señor Lobo Cuarto Media menos de la mañana de la tarde de la noche a hora voy casa de me amigo ¿Puede repetir, por favor? ¿Habla inglés? ¿Puede ayudarme, por favor? no entiendo. Entiendo	Thirty one Thirty two Thirty three Thirty four Thirty five Thirty six Thirty seven Thirty eight Thirty nine Forty/fifty Sixty Seventy Eighty Ninety one hundred what time is it? It is one o'clock It is > 1 o'clock Mr Wolf Quarter Half Less in the morning in the afternoon at night at hour/time I go Friend's house Can you repeat please? Do you speak English? Can you help me please? I don't understand I understand	el fútbol el tenis la natación el rugby el atletismo el ciclismo la gimnasia el esquí divertido emocionante aburrido fácil difícil competitivo Jugar Practicar Juego Nunca A veces El martes Los martes todos los días ¿Puede hablar más despacio, por favor? Solamente, hablo un poquito de español.	Football Tennis Swimming Rugby Athletics Cycling gymnastics Skiing Fun Exciting Boring Easy Difficult Competitive To play To do I play Never Sometimes On Tuesday On Tuesdays Every day Can you speak slower please? I only speak a little Spanish.

Progression of Knowledge: Vocabulary

	Year 3	Year 4	Year 5	Year 6			
Spring	gato gemelas gimnasia gol gusano guepardo guitarra hamburguesa jota llave española zumo ¡Hasta luego! ¡Hasta la vista! ¡Hasta mañana! Sí Presente No está Falta ¡Silencio! ¡Un voluntario! ¡Brazos cruzados! ¡Mirad! ¡Escuchad! ¡Escribid! Los días de la semana lunes martes miércoles jueves viernes sábado domingo Hoy Es rojo azul amarillo verde rosa blanco negro morado marrón naranja gris Fiesta Siesta Flamenco piñata	cat twins gymnastic goal worm cheetah guitar Hamburger Jay (letter J) Key Spain Juice See you later! Until next time! See you tomorrow! Yes Here Not here Missing Silence! A volunteer! Cross arms! Look! Listen! Write! Days of the week Monday Tuesday Wednesday Thursday Friday Saturday Sunday Today is red blue yellow green pink white black purple brown orange grey Festival/party Afternoon nap Flamenco piñata	una fruta una hamburguesa un zumo un heloda una limonada una ensalada un perrito caliente unas patatas fritas Quisiera Juice ¿Qué quieres? y ¡Tengo hambre! ¡Camarero! ¡Camamera! Todos Aquí tienes De nada ¡Buen provecho! La cuenta ¡Por supuesto! Una oruga Pero Aún tiene Un muñeca Toma Toda	A (piece) of fruit A hamburger A juice An ice-cream A lemonade A salad A hot dog Some fries I would like What do you want? and I'm hungry Waiter Waitress Everyone Here you are Not at all Enjoy your meal The bill Of course! A caterpillar But Still It has A doll Take All	Desayunar el desayuno el pan las tostadas las magdalenas los cereales un yogur el chocolate caliente el agua la leche el té el café ¿Qué desayunas? Yo El padre La madre El papa La mama El hermano La hermana El abuelo La Abuela El tío La tía El primo Tengo que se llama Este/a/os/as Es mi Porque También Normalmente Sangria cascorones	To have breakfast Breakfast Bread Toast Cakes Cereals A yoghurt Hot chocolate Water Milk Tea Coffee What do you have for breakfast? I Father Mother Dad Mum Brother Sister Grandad Grandma Uncle Aunt Cousin I have Who is called This Is My Because Also Normally Sangria Painted eggs	Ser Estar Ir Tener ¿De dónde vives? Vivo ¿Cuál es tu nacionalidad? ¿Qué idiomas hablas? To be To be To go To have Where do you live? I live What is your nationality? What languages do you speak?
Summer	una rana una oveja un perro un pez un oso un pájaro un pato un caballo veo es son verdad mentira hay un/una unos/unas Color Soy pardo	a frog a sheep a dog a fish a bear a bird a duck a horse I see It is They are True Lie There is/are A Some Colour I am Grey-brown	Me gusta No me gusta Me encanta Odio El/la/los/las ¿Te gusta...? El jugo la cabeza la nariz las orejas los dientes la cara los ojos la boca el pelo la lengua hablar masticar para llena de grande pequeño fino largo corto Redondo Rizado Ondulado Rubio Castaño No tengo	I loike I don't like I love I hate The Do you like (it)? Juice (LA) head nose ears teeth face eyes mouth hair tongue to speak to chew for full of big small thin long short round curly wavy blonde chestnut I don't have	Inglaterra Escocia Irlanda el país de Gales Alemania Grecia Francia La bandera en avión Barco Coche Tren moto bicicleta / bici taxi autocar autobús a pie ¿Cómo vas? Voy la primavera el verano el otoño el invierno Norte Sur Este Oeste Centro La costa El país Está en	England Scotland Ireland Wales Germany Greece France Flag by aeroplane Boat Car Train Motorbike Bike Taxi Coach Bus By foot How are you going? I go Spring Summer Autumn Winter North South East West Central Coast Country Is in	Los Churros La tortilla española la paella el jamón serrano las aceitunas Hace sol Hace viento Hace buen tiempo Hay tormenta Hace calor Hace mal tiempo Hace frío Nieva Lluve Hay niebla ¿Qué tiempo hace hoy? Pronóstico del tiempo Churros Spanish omelette Paella Serrano ham Olives It is sunny It is windy It is good weather There are storms It is hot It is bad weather It is fresh/cool It is snowing It is raining There is fog What is the weather like today? Weather forecast

Progression of Knowledge: Vocabulary

Year 3		Year 4		Year 5		Year 6	
				¿Qué hay en España? Hay Mucho Aeropuerto Playa Río Puerto montaña	What is there in Spain? There is/are Many Airport Beach River Port mountain		