

Foreign Languages Curriculum Progression of Skills and Knowledge



A high-quality language education should ignite children's curiosity and broaden their understanding of the world. At Westfields Junior School, our primary goal for the Foreign Languages (FL) curriculum is to offer children a rich and progressive experience. We achieve this by delivering lessons that are diverse and engaging, incorporating games, songs, reading, writing, speaking and listening activities to make language learning both enjoyable and effective. At Westfields Junior School, children have the opportunity to learn Spanish. Previously, French was part of our curriculum and the skills gained here will support the transition to Spanish learning. In addition to building a strong foundation in the three pillars—vocabulary, grammar and phonics—we offer opportunities to explore the cultures of countries where Spanish is an official language. Within Year 6, we introduce a second foreign language. This broad language exposure not only prepares students for secondary school but also equips them for future language learning and travel. It fosters a deeper appreciation of different countries, cultures and traditions, while promoting acceptance and cultural awareness.

The National Curriculum for Foreign Languages

Years 3 – 6

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

SKILLS	Progression of Skills			
	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> • Show a basic understanding through listening to a range of familiar spoken words/phrases e.g. when playing 'Simon Says' (Simon dice). • Listen and understand the meaning of simple and repetitive sentences using learnt vocabulary. • Listen and begin to understand the meaning of longer 	<ul style="list-style-type: none"> • Listen to questions and answers (using mostly familiar words) and understand what is being discussed. • Listen to and accurately repeat particular words in songs and rhymes. • Identify learnt vocabulary (such as pets, people) in a longer piece. 	<ul style="list-style-type: none"> • Listen to someone orally describe themselves and work out some key information e.g. She is 12 and she has 2 brothers. • Listen to an exchange between 2 people and work out some key information e.g. How much something cost or what they wanted to order at the shop. 	<ul style="list-style-type: none"> • Engage in questions and answers about themselves and others. • Gain an overall understanding of an extended oral text (e.g. from a video, cartoon, song, story) which includes some familiar language. This will include orally summarising what has occurred and discussing the meaning of new words and phrases.

	<p>passages/songs in Spanish when surrounding a similar and explored topic e.g. greetings/about one's self.</p> <ul style="list-style-type: none"> Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings e.g. ñ and rolling r's. 	<ul style="list-style-type: none"> Show understanding through listening to a range of familiar spoken phrases, for example following a set of instructions e.g. por favour (in Simon dice) or games such 'tienes?' Follow the gist of a small conversation or role play. 	<ul style="list-style-type: none"> Listen and understand questions about themselves. Take part in playscripts. Use prompts to take part in role plays. Follow a set of simple instructions. 	<p><u>Another language</u></p> <ul style="list-style-type: none"> Compare similarities in how words sound across 3 languages e.g. Grey = English Gris = (<i>gree</i>) French Gris = (<i>grees</i>) Spanish
Speaking	<ul style="list-style-type: none"> Ask and answer simple repetitive questions about personal information e.g. ¿Tienes un gato? – Do you have a cat? Repeat sentences heard and make simple adaptations to them e.g. when greeting, considering what answer they will give for favourite colours or how they feel or alter the adjective e.g. the dog is blue etc. Use phonics to improve pronunciation. Explore cognates as a method to learning new words. Pronounce well-rehearsed words with some accuracy and speak with confidence with a partner. 	<ul style="list-style-type: none"> Make varied adaptations to create new sentences, using familiar sentences as models e.g. Es un bolígrafo (noun) rojo (adjective). = It is a red pen. Continue to learn phonics that will improve pronunciation and understanding. Ask and answer a range of questions such as 'would you like?' or greetings. Read aloud using some accurate pronunciation and present a short-learned piece for performance e.g. a playscript for shopping. Begin to use intonation to differentiate between sentence types, engaging an audience. 	<ul style="list-style-type: none"> Speak with confidence and join in well-known songs and phrases. Engage in a 2-way conversation describing themselves including likes/dislikes. Express opinions. Take part in playscripts. Use prompts to take part in role plays. Use phonic knowledge to improve pronunciation. Repeat sentences heard and make adaptations to e.g. add a colour, add intensity (very, not much) to a sentence or change a noun. Use fairly accurate pronunciation and speak clearly when addressing an audience. 	<ul style="list-style-type: none"> Engage in unscripted questions and answers about themselves and others. e.g. Cuantos años tienes? Yo soy diez. Take part in longer exchanges between 2 or 3 peers. <p><u>Additional language</u></p> <ul style="list-style-type: none"> Identify similar phonemes to Spanish and use these when attempting to say the new vocabulary.
Reading	<ul style="list-style-type: none"> Recognise some familiar words and phrases in written form e.g. colours. Read some familiar words aloud using mostly accurate pronunciation. Use phonics to improve reading/understanding. Memorise new words encountered in reading e.g. colour and pet words. Use cognates to guess word meaning. 	<ul style="list-style-type: none"> Read simple sentences using mostly learnt vocabulary and gain understanding e.g. Mi hermano es alto. = My brother is tall. Find the gist of the information. Recite a song or poem using the written text for support. Use dictionaries or words banks (KO - knowledge organisers) to read new words. Read small clusters of sentences on the same topic. 	<ul style="list-style-type: none"> Read aloud and understand some words, phrases and short sentences containing mostly familiar language, using fairly accurate pronunciation. Develop strategies for inferring meaning from context. Some examples are using cognates and making links e.g. work out the contents of a menu. Use dictionaries to extend vocabulary on a given topic and develop an ability to use 	<ul style="list-style-type: none"> Read aloud and understand a short text/sentences using mostly accurate pronunciation. Make reasonable guesses to pronunciation of unfamiliar words using phonic knowledge. <p><u>Additional language</u></p> <ul style="list-style-type: none"> Make links to written words from other languages e.g. verde and vert (Spanish and French for green).

		<ul style="list-style-type: none"> Spot words with similar roots to infer meaning e.g. rojo and roja. 	<p>different strategies to work out the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> Recite a song or poem using the written text for support e.g. los colores. 	
Writing	<ul style="list-style-type: none"> Write simple repetitive sentences using a word bank. Write some single words from memory e.g. colour words, pets etc. Include simple adjectives such as colours to describe things when writing simple phrases e.g. El gato es blanco.= The cat is white. (not following the noun at this stage and masculine only). 	<ul style="list-style-type: none"> Write words and short phrases from memory. Write descriptive sentences using a model e.g. El gato es negro y alto.= The cat is black and tall. (including feminine nouns). Begin to place adjectives after a noun. Write sentences in the negative e.g. I do not like red. I do not have a dog. Use a range of adjectives to describe things in more detail, colour and size. Use inverted question marks and exclamation marks. 	<ul style="list-style-type: none"> Use word banks to create sentences with (but not at the same time) adverbs of place, adjectives and conjunctions (and, because). Express opinions in writing. Make suitable guesses on spellings based on phonetic knowledge. Write simple sentences using verbs in different forms. 	<ul style="list-style-type: none"> Write simple scripts using learnt vocabulary. Compose short paragraphs or dialogues with support. <p><u>Additional language</u></p> <ul style="list-style-type: none"> Write some simple sentences using word banks.

KNOWLEDGE	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Vocabulary	<ul style="list-style-type: none"> Know the Spanish vocabulary for some colours, numbers to 12, common pets, sentence starters and some classroom objects using them in context. (see KO's for the specific list of vocabulary). Know a range of questions and responses related to greetings, practising them with their peers. Know what a cognate is. 	<ul style="list-style-type: none"> Recall and recognise Year 3 vocabulary and use these in reading, writing, speaking and listening. Know the Spanish vocabulary for numbers to 20, family members, descriptive adjectives, fruit and shopping (see KO's for the specific list of vocabulary). Know how to conjugate the verb 'to have' and 'to be' and use within a sentence. Know how to express opinions including in the negative. 	<ul style="list-style-type: none"> Recall and recognise Year 3 and Year 4 vocabulary and use these in reading, writing, speaking and listening. Know the Spanish vocabulary for numbers up to 31, the months of the year, space vocabulary (including size, temperature), location words and names of buildings, restaurant and ordering (see KO's for the specific list of vocabulary) Know a range of questions and responses related to Spanish greetings, practising them with peers. 	<ul style="list-style-type: none"> Recall and recognise Year 3, Year 4 and Year 5 vocabulary and use these in reading, writing, speaking and listening. <p><u>Additional language</u></p> <ul style="list-style-type: none"> Use knowledge of Spanish vocabulary to make links to different language. Know what skills help them recall new vocabulary.

			<ul style="list-style-type: none"> • Explore and use the two forms of the verb 'to be' - 'Estar and Ser • Express opinions with plurals. 	
Grammar	<ul style="list-style-type: none"> • Recognise the main word classes e.g. nouns, adjectives and verbs. • Begin to identify that Spanish nouns have a gender and recognise clues to identify this, such as the difference in articles/determiners. • Show awareness of inverted questions and exclamation marks. • Know how to construct a basic sentence. 	<ul style="list-style-type: none"> • Know about the effects of singular and plural on spelling and pronunciation. • Demonstrate understanding that verbs change spelling when conjugated. • Demonstrate understanding that nouns have gender. • Know and understand that adjectives may change form according to the noun they relate to, and select the appropriate form e.g. some colours change spelling depending on the gender e.g. una Tortuga roja /un gato rojo. • Using their knowledge, have a basic understanding of the usual order of words in sentences in the target language e.g. that adjectives go after the noun. • Know that the articles 'the' and 'a' can be gendered or plural 	<ul style="list-style-type: none"> • Demonstrate understanding that some words will change to ensure gender agreement. • Know how to structure a sentence with an adverb, preposition, conjunction and adjective (although not all at the same time). 	<ul style="list-style-type: none"> • Know some examples of when 'Ser' or 'Estar' (2 versions of the verb 'to be') may be required. • Recall from memory the gender of well used nouns,
Intercultural Understanding	<ul style="list-style-type: none"> • Know about customs at Christmas surrounding gifts. • Understand that many people speak a different language to their own. • Describe some of the ways Spanish people celebrate. • Understand and respect that there are people and places in the world around them that are different to where they live and play. • Understand social customs towards greetings and etiquette. 	<ul style="list-style-type: none"> • Know how to find which countries speak Spanish using atlases. • Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to their own. • Identify similarities and differences in their culture to that of another. 	<ul style="list-style-type: none"> • Know what foods originate or are specialities in Spain, Mexico etc. • Find out about and know about some customs of Spanish life. • Explore different food items from Spain/Latin America. • Compare own life to that in Spain. • Explore Die de los Muertos. • Explore the Spanish artist Frida Kahlo. 	<ul style="list-style-type: none"> • Compare and contrast our culture in relation to holidays or greetings, exploring 3 cultures - English, French, Spanish. • Respect and understand cultural diversity.
Pronunciation and phonics	<ul style="list-style-type: none"> • Know that how a word sounds and how it is spelt can be different and that Spanish has a 	<ul style="list-style-type: none"> • Listen to some words and phrases (both familiar and not) and using phonic knowledge, 	<ul style="list-style-type: none"> • Have a firm understanding on the main phonics listed in our phonics map. 	<ul style="list-style-type: none"> • Know and understand some of the nuances of the Spanish language e.g. particular phonics

	<p>phonetic spelling system (similar to English).</p> <ul style="list-style-type: none">• Know a few of the most common sounds from the Spanish phonetic system e.g. ñ, h, j	<p>match them to the written form e.g. llamas (using knowledge that ll may a 'y' sound).</p> <ul style="list-style-type: none">• Understand that intonation is important to differentiate questions from statements.		<p>bespoke to Spanish, spelling changes for adjectives to agree with gender and also an understanding that Spanish has 2 words for 'To be'.</p>
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