

Languages Skills Progression  
Eden Park Primary School Academy

In order to ensure broad and balanced coverage, we follow these principles:

- As much as is appropriate, link Languages in to Learning Experiences
- Complete 2 revision vocabulary lessons each term from year 3 to year 6. Autumn: Greetings and number vocabulary; Spring: Number and personal information vocabulary (age/family/likes); Summer: Colour and personal information vocabulary
- Within each phase, one term is based around a story or poem which can be taught Talk for Writing style to produce children's own inventions of the imitation text
- The foundation stage covers the objectives and skills within each year.

FOUNDATION STAGE					
Key Vocabulary Autumn		Key Vocabulary Spring		Key Vocabulary Summer	
		<b>Saludos</b> Hola Buenos días Buenas tardes Buenas noches Adiós, ¿Qué tal? -Bien -Vale -mal La lista	<b>Greetings</b> Hello Good day/morning Good afternoon Good night Goodbye How are you? -good -ok -bad The register	<b>Los numeros</b> Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. ¿Cómo te llamas? Me llamo... Nombre	<b>Numbers</b> 1, 2, 3...10. What is your name? My name is... Name
Themes and Culture:		Speaking and Listening		Reading and Writing	
Understand that people in different parts of the world speak different languages. Understand that people within our community speak different languages.		Perform rhymes and songs. Speak clearly and confidently. Recall, repeat and use vocabulary. Ask and answer questions.		Identify and read simple words.	

Year 1 and 2					
Key Vocabulary Autumn Cycle 1		Key Vocabulary Spring Cycle 1		Key Vocabulary Summer Cycle 1	
<b>Partes del cuerpo</b> la cabeza los ojos la nariz la boca los oídos el pelo el estómago la mano la pierna el pie los hombros las rodillas los dedos (de pie) los dedos (del mano)	<b>Parts of the body</b> head eyes nose mouth ears hair stomach hand leg foot shoulders knees toes fingers	<b>Instrucciones</b>  Vamos a...  Escuchar  Leer  Bailar  Escribir  Jugar  Hablar	<b>Instructions</b>  We are going to...  Listen  Read  Dance  Write  Play  Talk	<b>Animales domésticos/ mascota</b> un perro un gato un periquito un hamster un conejo un conejo de Indias/cuy un pez una Tortuga un caballo un ratón Tengo un(a) ... Tengo dos/tres ... perros/gatos etc. Tengo Tienes Tiene ¿Tienes alguna mascota?/¿Tienes animales en casa? Este es mi hamster. Se llama Peter ...	<b>Pets</b> Dog Cat Parrot Hamster Rabbit Guinea pig Fish Tortoise Horse Rat I have a... I have 2/3 dogs/cats etc. I have You have He/she/it has Do you have a pet? This is my hamster, he is called Peter
Key Vocabulary Autumn Cycle 2		Key Vocabulary Spring Cycle 2		Key Vocabulary Summer Cycle 2	
¿Cuántos años tienes? Tengo ... años Uno Dos Tres Cuatro Cinco	How old are you? I am... 1,2,3 etc.	The 3 Little Pigs vocabulary		<b>los colores</b>  rojo  amarillo  blanco	<b>Colours</b>  Red  Yellow  White

Seis Siete Ocho Nueve Diez Once Doce Trece Catorce quince dieciséis diecisiete dieciocho diecinueve veinte veintiuno veintidós veintitrés veinticuatro veinticinco veintiséis veintisiete veintiocho veintinueve treinta				negro  azul  verde  naranja  rosa  gris	Black  Blue  Green  Orange  Pink  grey
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Themes and Culture:	Listening & Speaking	Reading and Writing
<p>- Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> <li>• increase awareness of linguistic and cultural diversity.</li> <li>• identify some of the countries where the language is spoken.</li> <li>• know some facts about one country, e.g. climate, main towns, famous landmarks, produce.</li> <li>• view a video or media resource about the country</li> </ul>	<ul style="list-style-type: none"> <li>• identify rhyming words</li> <li>• perform rhymes and sing songs</li> <li>• join in with storytelling.</li> <li>• listen with care</li> <li>• identify phonemes which are the same as or different from English and other known languages</li> <li>• speak clearly and confidently.</li> <li>• recall, retain and use vocabulary</li> <li>• ask and answer questions.</li> <li>• repeat words and phrases modelled by the teacher</li> <li>• remember a sequence of spoken words</li> <li>• use physical response, mime and gesture to convey meaning and show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• understand words displayed in the classroom</li> <li>• identify and read simple words</li> <li>• read and understand simple messages.</li> <li>• pronounce accurately some of the most commonly used characters, letters and letter strings</li> <li>• read aloud a familiar sentence, rhyme or poem.</li> <li>• copy simple, familiar words into cloze procedure texts or as captions</li> <li>• write some single words from memory.</li> </ul>

Year 3 and 4					
Key Vocabulary Autumn Cycle 1		Key Vocabulary Spring Cycle 1		Key Vocabulary Summer Cycle 1	
<b>La familia</b>	<b>The Family</b>	<b>El tiempo</b>	<b>The weather</b>	comida	food
mi madre	My Mum	¿Qué tiempo hace?	What is the weather like?	queso	cheese
mi padre	My Dad	Hace frío	It is cold	jamón	ham
mi hermano	My Brother	Hace calor	It is hot	fruta	fruit
mi hermana	My Sister	Hace sol	It is sunny	patatas fritas	chips
mi abuelo	My Grandma	Hace viento	It is windy	ensalada	salad
mi abuela	My Grandpa	Está lloviendo	It is raining	un plátano	banana
mi tío	My Uncle	Está nevando	It is snowing	una manzana	apple
mi tía	My Auntie	<b>Las estaciones</b>	<b>The seasons</b>	una pera	pear
mi primo	My cousin (m)	Otoño	Autumn	una naranja	orange
mi prima	My cousin (f)	Invierno	Winter	fresas	strawberries
Padres	Parents	Primavera	Spring	el chocolate	chocolate
Abuelos	Grandparents	Verano	Summer	pan	bread
Tíos	Aunts/Uncles	<i>En primavera hace sol</i>	<i>In Spring, it is sunny</i>	pescado	fish
primos	Cousins			carne	meat
				un bocadillo	a sandwich
				bebidas	drinks
				el agua	water
				el zumo	juice
				una limonada	lemonade
				un café con leche	coffee with milk
				un chocolate caliente	hot chocolate
				¿Te gusta?	Do you like?

				¿No te gusta? Me gusta...	What don't you like? I like...
<b>Key Vocabulary Autumn Cycle 2</b>		<b>Key Vocabulary Spring Cycle 2</b>		<b>Key Vocabulary Summer Cycle 2</b>	
Handa's Surprise Vocabulary		España	Spain	<u>Mi ciudad</u> <del>el mercado.</del> <del>supermercado</del> <del>el colegio</del> <del>la panadería</del> <del>la farmacia</del> <del>la biblioteca</del> <u>la piscina</u>	<u>My city</u> The market supermarket school bakery The pharmacy The library Swimming pool
		Norte	North		
		Este	East		
		Sud	South		
		Oeste	West	el cine	cinema
		Madrid	Madrid	el Castillo	castle
		Una mapa	Map	el museo	museum
		El globo	The globe	polideportivo	leisure centre
		¿Dónde está...?	Where is...?	la playa	beach
		Hola	Hello	la calle	street
		Me llamo...	My name is...	el banco	bank
		Vivo en...	I live in...	el hotel	hotel
		Inglaterra	England	la estación	station
				la catedral	cathedral
				¿Dónde vas a ir el sábado?	Where are you going Saturday?
				Voy a ir al...	I am going to
				¿Dónde está?	Where is...

Themes and Culture:	Speaking and Listening	Reading and Writing
<ul style="list-style-type: none"> <li>• learn how children of different cultures celebrate special days</li> <li>• identify similarities and differences in cultures</li> <li>• learn simple phrases to celebrate festivals.</li> <li>• revise the location of country/countries where the language is spoken</li> <li>• identify a route from own locality to specified destination.</li> </ul>	<ul style="list-style-type: none"> <li>• learn rhymes, poems or a short text</li> <li>• learn and say several sentences on a topic.</li> <li>• listen with care</li> <li>• use physical response to show recognition and understanding of specific words and phrases.</li> <li>• identify specific sounds e.g. rhymes, letters, phonemes, words</li> <li>• compare different sounds.</li> <li>• practise asking and answering questions with a partner</li> <li>• devise and perform simple role-plays.</li> </ul>	<ul style="list-style-type: none"> <li>• match phrases and short sentences to pictures or themes</li> <li>• identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.</li> <li>• make links between spoken and written words</li> <li>• identify common spelling patterns in letter strings.</li> <li>• read aloud words which they use on a regular basis, e.g. numbers, days, weather</li> <li>• pronounce letter strings, words and phrases accurately with good pronunciation.</li> <li>• write labels for work on wall displays and in their books</li> <li>• make a short text using word and phrase cards.</li> <li>• choose words, phrases and sentences and write them into a gapped text or as picture captions</li> </ul>

**Year 5 and 6**

<b>Key Vocabulary Autumn Cycle 1</b>		<b>Key Vocabulary Spring Cycle 1</b>		<b>Key Vocabulary Summer Cycle 1</b>	
<b>Mi casa</b>	<b>My house</b>	<b>Objetos</b>	<b>Objects</b>	<b>Deportes</b>	<b>sports</b>
una cocina	kitchen	un boli	A pen	montar en bici	ride a bike
una sala	Living room	un lápiz	A pencil	jugar al -fútbol	play -football
un cuarto de baño	Bathroom	un papel	Paper	-tenis	-tennis
un dormitorio.	Bedroom	un diccionario	A dictionary	-rugby	-rugby
En mi casa hay ...	In my house there is/are...	una regla	A ruler	-cricket,	-cricket
Uno/dos dormitorios grande etc.	1/2 big bedrooms	una goma	A rubber	Nadar	swim
<b>¿Dónde vives?</b>	<b>Where do you live?</b>	las Tijeras	Scissors	Bailar	dance
Un piso	A flat	Un libro	A book	ver la televisión	watch the TV
Una casa	A house	¿Tienes ...?	Do you have...?	jugar con el ordenador	play on the computer
Un chalet	A bungalow	Sí, toma	Yes, take it	leer	read
Grande	Big			pintar	paint
				tocar el -piano	play -the piano -the guitar



Pequeño Medio Con mis... Vivo en... Vivo en un piso grande con mis familia.	Small Medium With my... I live in... I live in a big flat with my family.	No, no tengo  Por favor  Gracias  De nada	No, I don't have it  Please  Thankyou  No problem	-la guitarra ¿Te gusta? ¿No te gusta?  Me gusto...	Do you like?  What don't you like? I like...
<b>Key Vocabulary Autumn Cycle 2</b>		<b>Key Vocabulary Spring Cycle 2</b>		<b>Key Vocabulary Summer Cycle 2</b>	
La hora  ¿Qué hora es?  Es la una, son las dos, las tres, las cuatro, las cinco, las seis, las siete, las ocho, las nueve, las diez, las once, las doce  es mediodía  es medianoche	The time  What time is it?  It is 1, 2, 3 etc.  It is midday  It is midnight	comida queso jamón fruta patatas fritas ensalada un plátano una manzana una pera una naranja fresas el chocolate pan pescado carne un bocadillo bebidas el agua el zumo una limonada un café con leche un chocolate	food cheese ham fruit chips salad banana apple pear orange strawberries chocolate bread fish meat a sandwich drinks water juice lemonade coffee with milk hot chocolate	Story/poem vocabulary	

		caliente ¿Quieres...? Quiero ...	Do you want...? I want...		
<b>Themes and Culture:</b>	<b>Speaking &amp; Listening</b>		<b>Reading and Writing</b>		
<ul style="list-style-type: none"> <li>• discuss similarities and differences between the cultures they have learned about</li> <li>• recognise and challenge stereotypes</li> <li>• perform songs, plays, dances, create artwork about an aspect of culture</li> <li>• reflect on cultural issues using empathy and imagination to understand other people's experiences.</li> <li>• learn about buildings and places in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• listen attentively, re-tell and discuss the main ideas</li> <li>• agree or disagree with statements made about a spoken passage.</li> <li>• recite a short piece of narrative either from memory or by reading aloud from text</li> <li>• develop a sketch, role-play or presentation and perform to the class or an assembly.</li> <li>• understand and express reasons</li> <li>• understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.</li> <li>• participate in simple conversations on familiar topics</li> <li>• focus on correct pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• use tone of voice and gesture to help to convey meaning.</li> </ul>		<ul style="list-style-type: none"> <li>• read and respond to eg an extract from a story, an e-mail message or song</li> <li>• give true or false responses to statements about a written passage</li> <li>• read descriptions of people in the school or class and identify who they are.</li> <li>• read for enjoyment a short story or passage in Spanish.</li> <li>• use punctuation to make a sentence make sense</li> <li>• listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. <ul style="list-style-type: none"> <li>• Write sentences on a range of topics using a model applying most words correctly</li> </ul> </li> <li>• construct a short text to tell a story or give a description.</li> <li>• choose words, phrases and sentences and write them into a gapped text or as picture captions</li> <li>• use a bilingual dictionary/internet to check the spelling of familiar words. <ul style="list-style-type: none"> <li>• Recognise and explore suffixes and prefixes and how these change meaning/word type</li> </ul> </li> </ul>		

