



KS2 Content Overview

A breakdown of the Speak Like A Native KS2 teaching method.

If in doubt, please feel free to contact the SLAN office for further assistance



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How will this guide help me?

This document outlines the **Speak Like A Native KS2 Spanish** curriculum, delivered through weekly 45-minute lessons using an immersive, interactive, and task-based approach.

It emphasizes phonics, pronunciation, and progressive language development through meaningful repetition and classroom language.

The programme is inclusive and differentiated to meet diverse learning needs, offering varied tasks, support methods, and flexible learning pathways.

Tip: Use links to go to a different page inside the PSR form guide.



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● About the Speak Like A Native KS2 Spanish Language Curriculum



- Spanish lessons take place once a week for 45 minutes. This means the pupils will have approx. 36 45-minute lessons in the year with little time to practise between weekly contact with their Spanish teacher.
- The content detailed below is delivered using the Speak Like A Native approach to language acquisition: guided participation in tasks, games and activities that are meaningful, engaging and age appropriate. Lessons include a combination of spoken and written expression and comprehension tasks, addressing and developing all language skills. Phonics learning is addressed explicitly but is also embedded in most lesson activities. Key sounds are taught systematically by identifying them regularly through the topic vocabulary. There is a focus on intonation and pronunciation starting with the sound of the vowels.
- Previous topics are revisited constantly as part of new topics for the following reasons:
 - New content/language is linked to prior knowledge for the learner to construct new meaning.
 - It is key to language acquisition as it allows each child to create a more complex representation of reality, expanding their knowledge.
 - Sentence building: new language as new building blocks. Pupils build more complex sentences each time language is revisited, in a logical progression from simple to rich ideas (with new vocabulary, new forms of the verb, adjective agreement, etc.).
 - To revise and consolidate language, as knowledge and understanding are reinforced and solidified.
- Classroom language: In addition to the content below, the teacher will incorporate the use of 'classroom language', meaning every instruction, daily routine phrase, word, etc. is given in the target language, adding new nouns, the use of question words, etc. This will include, for example, the following phrases: put your hands up, where...? who would like to answer...? can I go to the toilet?, well done!, try again!, please wait for your turn, we are going to... next week we will... etc.

● About the Speak Like A Native KS2 Spanish Language Curriculum



- All our lessons incorporate a **differentiation approach** to support and match students' diverse needs and learning styles and to make sure everyone is challenged by providing appropriate and varied learning opportunities in a supportive environment where everyone can achieve their best.

To achieve this we try to:

- Get to know each learner as much as possible
- Have high expectations for everyone
- Use ongoing and multiple styles of assessment. Be aware of changing needs to inform planning, teaching and learning
- Use flexible/strategic grouping for different types of activities (classmates can support each other, challenge each other etc.)
- Offer alternative and multiple entry points to key content so that it can be comprehensible for all: visual aid, multiple readings (individual/teacher, pair, group, colour coding, different questions), support in English or extra target language content as extension for learners that are ready, different entry ways to tasks: auditive, visual, verbal, practical, creative, written, social, individual
- Plan instructions/ tasks at different levels using the same resource (using simpler, more complex, more analytical, more descriptive, example-based questions etc.), or use the same increasingly complex tasks letting each pupil complete it at their own pace, moving from close to open questions
- Promote a range of results/outcomes/products for learners to demonstrate what they learnt (for example using open-ending questions, prompts)
- Provide extra support (peer, adult, dictionary support)
- Offer a variety of tasks (more analytical, more creative, more technical, more visual) for learners to choose from according to interest/choice (children select what they prefer and what they feel they are able to do)

● Grammar Points

Year 3 or First Year of Spanish Learning

Autumn Term El colegio (School)	Spring Term Los animales (Animals)	Summer Term Vida Sana: deportes y comida (Healthy lifestyle)
Subject pronouns : yo (I)	Subject pronouns : tú (you)	Subject pronouns : yo – tú (I – you)
Verbs : infinitive – present – 1st person sing. <ul style="list-style-type: none">• Soy/estoy (I am)• tengo – me gusta (I have – I like)• vivo (I live)	Verbs : present – 2nd p. sing. <ul style="list-style-type: none">• Eres/estás – tienes – vives (you are – you have – you live)	Verbs : present, 1st + 2nd p. sing. <ul style="list-style-type: none">• soy/eres – estoy/estás – (I am/you are)• tengo/tienes (I have/you have)• vivo/vives (I live/you live)
Adjectives <ul style="list-style-type: none">• bien – regular – mal (good-regular-not good/bad)• colores – números (colours – numbers)	Adjectives <ul style="list-style-type: none">• feliz – cansado – triste (happy – tired – sad)	Selected (high frequency) topic nouns + articles : <ul style="list-style-type: none">• la – el (the)
Selected (high frequency) topic nouns + articles : la – el (the)	Selected (high frequency) topic nouns + articles : la – el (the)	
Question words ¿Cómo...? (How...?) ¿Dónde...? (Where...?)	Question words ¿Cómo ...? (How...?) ¿Dónde ...? (Where..?)	Question words ¿Cómo ...? (How...?) ¿Dónde ...? (Where..?)

● Grammar Points

Year 4 or Second Year of Spanish Learning

Autumn Term El colegio (School)	Spring Term Los animales (Animals)	Summer Term Vida Sana: deportes y comida (Healthy lifestyle)
Subject pronouns : yo – tú (I – you)	Subject pronouns : yo – tú (I – you)	Subject pronouns : yo – tú (I- you)
Verbs : present 1st – 2nd p. sing. – infinitive Comer (eat) – jugar – (play)	Verbs : present 1st – 2nd p. sing. – infinitive como/comes (I eat/you eat) juego/juegas (I play/you play)	Verbs : present 1st – 2nd p. sing. – infinitive Comer (eat) – jugar (play)
Adjective agreement (gender) cansado/a – aburrido/a (tired – bored) colours + gender Prepositions: a (to/at)	Adjectives (gender/number) Prepositions : en (in/on)	Adjectives : (gender/number) Prepositions : a – en (to-at-in-on)
Selected (high frequency) topic nouns + articles : la – el (the)	Selected (high frequency) topic nouns + articles : la – el (the)	Selected (high frequency) topic nouns + articles : la – el (the)
Question words ¿Cómo...? (How...?) ¿Dónde...? (Where...?)	Question words ¿Cómo ...?... (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...)	Question words ¿Cómo ...?... (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...)

● Grammar Points

Year 5 or Third Year of Spanish Learning

Autumn Term El colegio (School)	Spring Term Los animales (Animals)	Summer Term Vida Sana: deportes y comida (Healthy lifestyle)
Subject pronouns : Él – ella (he – she)	Subject pronouns : Él – ella (he – she)	Subject pronouns : El y ella (introduce: ellos/ellas) (he/she – introduce: they)
Verbs : present – 3rd p. sing. masc. and fem. Es/está – tiene – le gusta – vive (he/she is – has – likes – lives)	Verbs : present – 3rd p. sing. masc. and fem. Es/está – tiene – le gusta – vive (he/she is – has – likes – lives)	Verbs : present – 3rd p. plural. masc. and fem. Son/están – tienen (they are – have)
Adjective agreement Prepositions : a – en – de (to – at – in – on – from – of)	Adjective agreement Prepositions : a – en – de (to – at – in – on – from – of) Conjunctions : y (and)	Adjectives : number – gender + number Prepositions : a – en – de Conjunctions : y + porque (and – because)
Selected (high frequency) topic nouns + articles : la – las – el – los (the)	Selected (high frequency) topic nouns + articles : la – las – el – los (the)	Selected (high frequency) topic nouns + articles : la – las – el – los (the)
Question words ¿Cómo ...? (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...) ¿Quién...? (Who...?)	Question words ¿Cómo ...? (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...) ¿Quién...? (Who...?)	Question words ¿Cómo ...? (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...) ¿Quién...? (Who...?) ¿Por qué? (Why?)

● Grammar Points

Year 6 or Fourth Year of Spanish Learning

Autumn Term El colegio (School)	Spring Term Los animales (Animals)	Summer Term Vida Sana: deportes y comida (Healthy lifestyle)
Subject pronouns : Él y ella – ellos/as (he/she/ they)	Subject pronouns : tú y yo (introduce: nosotros/as) (I/you: introduce : we)	Subject pronouns : tú y yo – él y ella (introduce: nosotros/vosotros) (I/you/he/she/it/introduce: you/they)
Verbs : Present – infinitive 3 rd p. sing. masc. and fem. 2nd p. plural Son – están (they are)	Verbs : Present – infinitive 1st – 2nd p. sing. 1st p. plural m. and f. Somos/estamos (We are)	Verbs : 1st – 2nd – 3rd person sing. and plural m.and f. Son/somos – están/estamos – (We/You are)
Adjectives : number – gender + number Prepositions : a – en – de (at/in/on/from/of) Conjunctions : porque + y (because/and)	Adjectives : number – gender + number Prepositions : a – en – de (at/in/on/from/of) Conjunctions : porque + y (because/and)	Adjectives : number – gender + number Prepositions : a – en – de (at/in/on/from/of) Conjunctions : porque + y (because/and)
Selected (high frequency) topic nouns + articles : la – las – el – los (the)	Selected (high frequency) topic nouns + articles : la –las – el – los (the)	Selected (high frequency) topic b+ articles : la – las – el – los
Question words ¿Cómo ...?... (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...) ¿Quién...? (Who...?) ¿Por qué? (Why?)	Question words ¿Cómo ...?... (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...) ¿Quién...? (Who...?) ¿Por qué? (Why?)	Question words ¿Cómo ...?... (How...?) ¿Dónde ...? (Where...?) ¿Qué...? (What?...) ¿Quién...? (Who...?) ¿Por qué? (Why?)

● High Frequency Topic Vocabulary

Regarding vocabulary and what words should a child know and by when, it's tricky to give an exact lexical set, but we do follow the table below. This can sometimes be extended. As a guideline:

- We'd always expect the children to recognise more words than they can use.
- We cannot guarantee which specific word a child will remember as it's related, to a great extent, to which words of the ones introduced the child finds significant.
- This specific vocabulary would be integrated with the grammar content included per term/year.



● High Frequency Topic Vocabulary

Year 3 or First Year of Learning Spanish

El colegio (School)	<p>la/el profesora/o; los niños/chicos (children); el cuaderno (notebook); los días de la semana (days of the week); el baño (toilet); el lápiz (pencil); el estuche (pencil case); la mochila/valija (school bag); un libro (a book); un bolígrafo (a pen)</p> <p>School activities: Cantar (sing); pintar (painting); hacer ejercicio (do exercise); escribir (write); jugar (play)</p>
Los animales (Animals)	<p>el perro (dog); el gato (cat); el pingüino (penguin); el elefante (elephant); el león (lion); la jirafa (giraffe); la tortuga (tortoise); la liebre (hare); el mono (monkey)</p> <p>Parts of the body: las patas (legs); las manos (hands); la cabeza (head); el pelo (hair); los ojos (eyes)</p>
Vida sana: deportes y La comida (Sports & Food)	<p>el deporte (sport); correr (run); saltar (jump); nadar (swimming); el fútbol (football); el tenis (tennis); la pelota (ball); jugar (play); el baloncesto (basketball)</p> <p>la comida (food); las frutas (fruit); las verduras (vegetables); la carne (meat); las bebidas (drinks); el plátano (banana); la manzana (apple); la naranja (orange); el tomate (tomatoe); el brócoli (broccoli); la leche (milk); el zumo (juice), el huevo (egg);</p>

● High Frequency Topic Vocabulary

Year 4 or Second Year of Learning Spanish

La ciudad (Neighbourhood, town & city)	el parque (the park); el café (cafe); el hospital (hospital); el cine (cinema/theatre); las tiendas (shops); el supermercado (supermarket); el colegio (school); Transporte: la parada de autobús (bus stop); la estación de tren (train station); el autobús (bus); el tren (train);
El hogar/la casa (Home/House)	la casa (house); el piso (flat); la cocina (kitchen); el salón (living-room); el baño (bathroom); el jardín (garden); la habitación (bedroom); hacer la limpieza (clean); hacer las compras (shop); hacer la comida (make lunch/dinner);
Personas importantes (important people)	la mamá (mum); el papá (dad); el hermano (brother); la hermana (sister); la mascota (pet); la abuela (grandmother); el abuelo (grandfather); teachers (maestros) – classmates (compañeros) – friends (amigos)

● High Frequency Topic Vocabulary

Year 5 or Third Year of Learning Spanish

Tiempo libre (leisure time)	las asignaturas (subjects); gimnasia (PE); los deberes (homework); el recreo (breaktime) los pasatiempos (hobbies); el fin de semana (weekend); los libros (books); los juegos (games); los juguetes (toys); la computadora (computer); el cine (cinema); la pelota (ball);
El mundo (the world)	Viajar (travel/commute); el auto (car); el avión (plane), el tren (train); la estación (station), el aeropuerto (airport); el barco (boat); el pasaporte (passport); los boletos (tickets); las vacaciones (holidays); los países (countries); las ciudades (cities); las montañas (mountains); la playa (beach); el mar (sea)
Vacaciones y celebraciones (Holidays)	las vacaciones (holidays); el auto (car); el tren (train); el avión (plane); la comida (food); la playa (beach); el campamento (camping); ir (to go); las estaciones del año (seasons); los meses (months); el verano (Summer); el invierno (Winter); el otoño (Autumn); la primavera (Spring); el calor (hot), el frío (cold); la lluvia (rain); la nieve (snow); el sol (sun); el cumpleaños (birthday); las celebraciones (festivities); el año nuevo (new year)

● High Frequency Topic Vocabulary

Year 6 or Fourth Year of Learning Spanish

El cuerpo y la ropa (Body and clothes)	el cuerpo (body); la cabeza (head); el pelo/ojos (hair/eyes); la ropa (clothes); la chaqueta (jacket); el vestido (dress), el pantalón (trousers); los zapatos (shoes); tipos de ropa (types of clothes): de invierno, de verano, de deporte, de fiesta
La naturaleza (Nature)	las plantas (plants); la selva (jungle); las montañas (mountains); el agua (water); el mar (sea); los pájaros (birds); los árboles (trees); el clima (weather);
Libros, películas y juegos (books, films & games)	los juegos de computadora (computer games); las películas (films); los libros (books); la realidad virtual (virtual reality); los sitios web (websites); los blogs (blogs); las cartas (cards);

● **Progression – ‘Can do’ statements (per year)**
Comprehension / Reception

Listening

Year 3 or First Year of Learning Spanish	Year 4 or Second Year of Learning Spanish	Year 5 or Third Year of Learning Spanish	Year 6 or Fourth Year of Learning Spanish
<p>Can show understanding of a few single words and very short phrases through physical response, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><u>For example:</u> very simple instructions: “Please be quiet” a few words in a simple song/rhyme or included in the year topics: ‘red car’, ‘small cat’ greetings: ‘Good morning’, ‘See you soon’</p>	<p>Can show understanding of a few familiar words and short phrases included in the year topics through physical response, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><u>For example:</u> ‘How are you today?’ ‘Are you tired/bored?’</p>	<p>Can understand some familiar words, phrases and short simple sentences related to the year topics, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><u>For example:</u> ‘What does she/he like? He likes playing in the park’</p>	<p>Can understand a range of familiar and some unfamiliar words, phrases and more complex sentences, provided they are spoken slowly and clearly in defined context sometimes with visual aid.</p> <p>Can follow speech that is very slow and carefully articulated, with long pauses to assimilate meaning (e.g. simple descriptions of a place, object, person or action).</p> <p><u>For example:</u> ‘She likes hot food and vegetables’, ‘I’m tired and sad today’, ‘Are you ready to start?.</p>

Progression – ‘Can do’ statements (per year)

Comprehension / Reception

Reading

Year 3 or First Year of Learning Spanish	Year 4 or Second Year of Learning Spanish	Year 5 or Third Year of Learning Spanish	Year 6 or Fourth Year of Learning Spanish
<p>Can recognise, read and understand a few single words accompanied by pictures from a song/rhyme and from the topics mentioned in the table below.</p> <p><u>For example:</u> noun + colour: ‘yellow fruit’ or ‘big house’</p>	<p>Can recognise, read and understand a few familiar words and short phrases accompanied by pictures from a song/rhyme and from the topics mentioned.</p> <p><u>For example:</u> article + noun (+ colour/adjective): ‘the red house’, ‘the shops’, ‘the grandparents’</p>	<p>Can recognise, read and understand some familiar words, phrases and simple sentences in a short passage or familiar song, a single phrase at a time, sometimes with visual aid, and rereading as required concerning the topics mentioned.</p> <p><u>For example:</u> ‘The playground and the café are nice’, ‘Where are my friends?’</p> <p>Can use a dictionary/online translator with support.</p>	<p>Can read and understand short, very simple texts, rereading as required, concerning the topics mentioned.</p> <p><u>For example:</u> ‘She likes maths, likes animals and lives in England. He likes English, he doesn’t like sports and lives in Spain. They are friends.’</p> <p>Can use a dictionary/online translator.</p>



Progression – ‘Can do’ statements (per year)

Expression / Production

Speaking

Year 3 or First Year of Learning Spanish	Year 4 or Second Year of Learning Spanish	Year 5 or Third Year of Learning Spanish	Year 6 or Fourth Year of Learning Spanish
<p>Can use some basic, formulaic expressions <u>For example:</u> ‘Yes,’ ‘No,’ ‘Excuse me,’ ‘Please,’ ‘Thank you,’ ‘Sorry’</p> <p>Can ask and answer very simple pre-learned rehearsed short questions for very basic information and understand 1-2 word answers.</p> <p><u>For example:</u> ‘What’s your name?’, ‘How are you?’ , ‘Where are you?’ ‘I’m ok’, ‘My name is ...’.</p> <p>Can name things using simple rehearsed words and express a feeling using single words accompanied by body language.</p> <p><u>For example:</u> ‘happy,’ ‘tired’, ‘sad’</p> <p>Can describe very simple things adding one adjective.</p> <p><u>For example:</u> colour/size: ‘blue notebook’</p>	<p>Can ask and answer simple and familiar pre-learned questions using short, rehearsed expressions for routine situations and relying on gestures to reinforce the information.</p> <p><u>For example:</u> ‘What are you eating?’ ‘What are you studying?’</p> <p>Can produce very simple rehearsed phrases about themselves, people, objects, actions and places.</p> <p><u>For example:</u> ‘I play’, ‘I’m angry’</p> <p>Can describe very simple things using words, single phrases and formulaic expressions, provided he/she can prepare in advance and use a model.</p> <p><u>For example:</u> ‘in the kitchen’, ‘the white bathroom’</p>	<p>Can ask and answer simple familiar rehearsed questions in areas of immediate need or on familiar topics producing short phrases and sentences relying on the help of the other speaker. <u>For example:</u> ‘What does she/he do? She/he eats..’</p> <p>Can engage in a very basic conversation of a factual nature. (e.g. a short sentences/ questions about a story in a book; express feelings/interests).</p> <p><u>For example:</u> ‘Where does she/he live? He/she lives in...’</p> <p>Can produce simple mainly isolated sentences about themselves, people, objects, actions and places. <u>For example:</u> ‘I like’, ‘she/he likes’</p> <p>Can describe things/people/places using simple phrases, formulaic expressions and possibly short sentences, provided he/she can prepare in advance and use a model. <u>For example:</u> ‘I eat fruit and veg’, ‘I like the rain’</p>	<p>Can interact in a simple way but communication is totally dependent on repetition of speech, rephrasing and repair on a predictable topic delivered directly to him/her in clear and slow manner by a sympathetic speaker.</p> <p>Can engage in a simple conversation of a factual nature (e.g. questions about a familiar story in simple, short sentences/questions; express feelings and some opinions).</p> <p><u>For example:</u> ‘Where are they? They are in the park’ ‘Do you like dogs? No I don’t like dogs, I like cats.’</p> <p>Can produce sentences to describe themselves, people, objects, actions and places. Can describe simple aspects of everyday life in a series of sentences provided he/she can prepare in advance.</p> <p>Can tell a very simple short story prepared in advance. <u>For example:</u> ‘They are good friends. The weather is warm and they are happy.’</p>

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Progression – ‘Can do’ statements (per year)

Expression / Production

Writing

Year 3 or First Year of Learning Spanish	Year 4 or Second Year of Learning Spanish	Year 5 or Third Year of Learning Spanish	Year 6 or Fourth Year of Learning Spanish
<p>Can recognise and write the letters of the alphabet.</p> <p>Can write simple words and basic phrases using a model.</p> <p><u>For example:</u> ‘boring game’ or ‘fun park’</p>	<p>Can write simple words and isolated short phrases to give basic information with the use of a model and visual aid.</p> <p><u>For example:</u> ‘the supermarket’, ‘in the park’, ‘in the garden’.</p>	<p>Can write short sentences and basic descriptions of people, places, things and actions with a model and sometimes from memory.</p> <p><u>For example:</u> ‘He is tired’, ‘on the red bus’, ‘He eats fruit’</p>	<p>Can write a basic text as a series of ver short sentences using simple connectors (e.g. about hobbies, likes/dislikes, using simple words and expressions, with reference to a dictionary).</p> <p><u>For example:</u> ‘I like Spanish and to play games. I go to school. I live with my grandparents and have three pets.’</p> <p>Can adapt sentences to create new ones and manipulate language with support.</p>

● Progression – ‘Can do’ statements (per year)
Grammar

Grammar

Year 3 or First Year of Learning Spanish	Year 4 or Second Year of Learning Spanish	Year 5 or Third Year of Learning Spanish	Year 6 or Fourth Year of Learning Spanish
<p>Can show some awareness of simple nouns and adjectives position (colour/size).</p> <p>Can use 1st and 2nd person pronoun sing. with 1–2 high frequency verb forms with support.</p> <p><u>For example:</u> ‘I have’, ‘You are’</p>	<p>Can show awareness of the use of articles with a few nouns, position and agreement of a few adjectives, and 1st and 2nd sing. person pronoun with 2–3 high freq. verb forms.</p> <p>Can build a very short sentence with support.</p> <p><u>For example:</u> ‘I study at school’, ‘you do sport’</p>	<p>Can apply some rules of the use of articles, agreement of some adjectives, 1st, 2nd and 3rd person pronouns with a few high frequency verbs in the present tense, with support.</p> <p>Can build a short sentence.</p> <p><u>For example:</u> ‘She has (a yellow car)’ ‘They are in a restaurant. They are vegetarian.’</p>	<p>Can use some high frequency verb forms, nouns, articles and adjectives to form simple sentences using most personal pronouns, and have a basic repertoire of words and phrases related to people, places, things and actions.</p> <p><u>For example:</u> ‘I go the shops. I like clothes. My friends are in the cafe. What do you like?’</p>