Languages: Progression Guidance for Spanish DRAFT

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Introduction

This guidance supports practitioners to interpret and apply the Languages Know-Do-Understand (KDU) Framework and sets out the progression in knowledge, skills and understanding from Early to Fourth Level in Spanish.

Learning a language involves both understanding language and using it to communicate. The framework is organised around two complementary aspects of language learning:

- **Receptive language** – what learners **recognise** or **understand** through listening, reading and viewing.
- **Productive language** – what learners communicate through talking, writing and other forms of language **use**.

Learners will often understand more than they can use themselves. They may recognise vocabulary, patterns and structures in listening and reading before they are ready to use them when talking or writing. The guidance reflects this difference throughout the progression.

The examples show what expectations within the KDU Framework may look like in Spanish. They illustrate the vocabulary, sentence patterns and grammatical features learners may encounter and use at different levels. They are not intended to prescribe particular topics, contexts or sequences of learning.

Progression in Spanish is cumulative. Language encountered at an earlier level remains part of later learning and can be revisited, extended and used in new contexts. Learners will not necessarily demonstrate every feature described at a level at the same time. Practitioners should use professional judgement, drawing on evidence of learning over time and taking account of learners' prior experiences and starting points.

Using this guidance

This guidance is organised from Early to Fourth Level. At each level, it provides examples of the language that learners may understand and use, followed by a grammar progression which shows how features of Spanish may develop across the levels. This accompanying progression guidance complements the Languages KDU Framework by:

- illustrating the characteristics of language progression in Spanish
- exemplifying possible grammar progression in Spanish.

At each level, the guidance includes:

- an overview of the characteristics of language at that stage
- language exemplification showing the language resource that Spanish learners are likely to recognise, understand and use
- exemplification of the types of grammatical knowledge in Spanish that learners are likely to recognise, understand and use.

The terms *Words and Short Phrases, Words and Phrases, Basic Language, Simple Language* and *Straightforward Language* reflect the language used in the KDU Framework. They describe progression in the language that learners understand and use rather than fixed measures of sentence length or grammatical complexity.

The grammar progression distinguishes between features learners may **recognise** or **understand** (receptive language) and those they may **use** (productive language). Learners may understand grammatical features before they are ready to use them themselves. A feature appearing in the *Understand* column does not mean that learners need to know its grammatical name or explain how it works.

The grammar tables are not intended as a syllabus or checklist to be taught in order. They help practitioners identify how familiar features of Spanish can develop over time and support decisions about appropriate next steps. Language should be encountered and used for meaningful purposes, with grammatical understanding developing through engagement with Spanish.

Level of Language – Descriptors

The level of language used in the KDU Framework develops from *Words and Short Phrases* at Early Level to *Straightforward Language* at Fourth Level. These descriptors apply across receptive and productive language and should be considered in relation to the context and purpose for which the language is being used. They are intended to support a shared understanding of progression, with the focus on increasing range, flexibility and accuracy, and not the length or grammatical complexity of learners' language.

Level	Language	Descriptor
Early	Words and Short Phrases	*Words and Short Phrases* describes highly familiar individual words or groups of words associated with highly familiar contexts, routines and experiences.
First	Words and Phrases	*Words and Phrases* describes highly familiar vocabulary and sentence patterns which recur frequently. A single idea is usually expressed in highly familiar contexts, and communication follows predictable patterns with little variation.
Second	Basic Language	*Basic Language* describes familiar high-frequency vocabulary and sentence patterns to communicate information, preferences and ideas. Words, phrases and familiar patterns may be changed and combined in different contexts. Sentences usually express one main idea and may have some supporting detail.
Third	Simple Language	*Simple Language* describes familiar vocabulary and mainly simple sentence patterns to communicate meaning. Ideas may be linked and developed by adding information or detail using conjunctions. Structure remains predictable with one or two ideas expressed per sentence.
Fourth	Straightforward Language	*Straightforward Language* describes a wider range of familiar vocabulary and sentence patterns across familiar contexts. Ideas are linked and developed to include opinions, viewpoints and reasons. Sentences may vary in length and detail, but language often follows formulaic patterns.

Progression in Spanish

Progression in Spanish involves more than learning additional vocabulary or grammatical features. As learners progress, they draw on a growing repertoire of language and become increasingly able to select, combine and adapt what they know to communicate their own meaning.

Progression may be seen as learners being increasingly able to:

- understand a wider range of spoken and written Spanish
- communicate developed and connected ideas
- draw on language encountered previously in new contexts
- make choices about the vocabulary and structures they use
- rely less on modelling and scaffolding for familiar language
- use familiar language with flexibility and accuracy.

These aspects will not always develop at the same rate. A learner may, for example, understand language that is more developed than they can produce independently.

An example of progression in Spanish

Level	Expressing a view or preference
Early	Learners may join in with or use a familiar expression such as *¡bien!* within a modelled activity.
First	Learners may reuse familiar patterns such as *me gusta, no me gusta, ¡es chulo!*
Second	Learners begin to change and combine familiar language: *Me gusta el fútbol, pero no me gusta el atletismo*
Third	Learners add detail and link related ideas: *Me gusta el español y la música, pero no me gustan las ciencias. El español es muy divertido pero las ciencias son difíciles.*
Fourth	Learners develop ideas and give reasons using a wider range of familiar language: *Estudio español porque para mi es interesante y bastante fácil. Además, se me da bien. Pienso que las ciencias son demasiado complicadas, así que no me gustan tanto.*

This example illustrates one possible progression rather than a prescribed sequence. The language that learners use will depend on the context, their prior learning and the support available.

Understanding People, Places and Cultures in Spanish

Learning about people, places and cultures is an important part of learning Spanish. Cultural learning should be integrated naturally into language learning and provide contexts through which learners develop their understanding of Identity and Belonging, Perspectives and Worldviews, and Cultures and Traditions.

Spanish is used across different countries, regions and communities. Cultural learning should reflect this diversity and avoid presenting a single or stereotypical view of Spanish-speaking people or places. Learners should encounter contemporary experiences and perspectives alongside traditions and aspects of the past.

The contexts below are illustrative rather than exhaustive. Practitioners can select contexts that are appropriate for their learners and use them to develop cultural understanding alongside the Spanish that learners understand and use. The same context can be revisited at different levels as learners develop their language and explore ideas in greater depth.

Context	Possible examples
Celebrations and traditions	• Christmas traditions • *Cinco de mayo* • Easter traditions – *Semana Santa* • regional carnival traditions, such as *Las Fallas / San Fermín / La Tomatina / Día de los muertos* etc. • local and regional festivals and traditions across Spanish speaking communities.
Daily life	• family life • school life and the school day • daily routines • food and mealtimes • hobbies, sport and leisure • similarities and differences in everyday experiences across Spanish-speaking communities.
People and communities	• children and young people in Spanish-speaking communities • multilingual people, communities and the Spanish diaspora • contemporary and historical figures • different identities, experiences and perspectives within communities.
Places	• Spain, Latin America, South America • other places and communities where Spanish is used, such as USA • regions, cities, towns, rural areas and landscapes • landmarks, architecture and places of interest • regional identities, linguistic diversity and minority languages.

Using cultural contexts across the progression

The cultural context does not determine the level of language. A familiar context can be explored at more than one level while the Spanish that learners understand and use continues to develop.

For example, learners might first encounter a celebration through songs, images or stories. As their learning develops, they might describe what people do, compare experiences or explore how a tradition varies between places and communities. Later, the same context might provide opportunities to consider identity, different perspectives, diversity and change.

Cultural understanding should not be limited by the Spanish that learners can produce. Where appropriate, discussion in the language of instruction can support learners to explore ideas and perspectives that go beyond the Spanish they can use.

The suggested contexts are not intended to become a checklist of cultural knowledge. Practitioners can make professional judgements about the people, places, communities and experiences that provide meaningful contexts for their learners. The focus should remain on developing learners' understanding of the diversity of Spanish-speaking communities while continuing to develop their language knowledge and skills.

Early Level

Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level

Early Level – Words and Short Phrases	
Words and Short Phrases describes highly familiar individual words or groups of words associated with highly familiar contexts, routines and experiences.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *hola / adiós* *¿qué tal? (muy bien / estupendo etc.)* *¿cómo te llamas?* *sí / no* *el gato, el perro, la naranja, etc.*	Learners may **use** language such as: *hola / adiós* *¿qué tal? (muy bien / estupendo etc.)* *me llamo* *sí / no* *por favor / gracias*
Comments/Guidance	
At Early Level, regular opportunities to hear and take part in Spanish are created through play, songs, stories, games, routines and interaction. Learners develop familiarity with its sounds, rhythms and patterns through repeated experiences in familiar contexts. Experiences are mainly adult-initiated and modelled, with meaning supported through gesture, actions, objects, images and familiar contexts. Understanding may be shown through an action, gesture, facial expression, selecting, matching or pointing. A spoken response is not always required.	

At Early Level, progression may be seen in learners recognising familiar Spanish more readily, responding appropriately and beginning to join in without always needing an immediate prompt. Talking develops from participation and imitation rather than from an expectation that learners construct language independently.

There is no expectation that learners know grammatical terminology or can explain the patterns they encounter. Grammar is experienced through the language itself.

Suggested contexts for learning

At Early Level, contexts should provide regular opportunities for learners to hear, recognise and join in with familiar Spanish. A small number of contexts allows language to be revisited frequently through routines, songs, games, stories and interaction.

Suggested contexts can include:

- greetings
- self: name and age
- classroom instructions
- colours
- numbers to 10
- days of the week.

These contexts are illustrative rather than definitive or exhaustive. Contexts encountered at earlier levels can continue to be used where they allow learners to develop their language further. Progression should be seen in the Spanish learners understand and use, rather than in moving through a fixed sequence of topics.

Grammar Progression

At Early Level, learners encounter grammatical patterns through familiar words and short phrases rather than through explicit grammar teaching. They begin to recognise recurring features of Spanish through repeated exposure and may reproduce some familiar language through modelling. **There is no expectation that learners understand or apply grammatical rules at this stage**.

Grammatical feature	EARLY Words and Short Phrases	
	Understand	**Use**
Nouns and articles	Highly familiar nouns such as *un gato, una naranja,* etc. Articles are used with nouns, such as *el/ la/ un/ una*	Highly familiar nouns such as *un gato, una naranja,* etc. Articles with nouns, such as *el/ la/ un/ una*
Adjectives	Familiar adjectives supported by context (e.g. *rojo, verde*)	Familiar adjectives supported by context (e.g. *rojo, verde, bien*)
Verbs	Familiar verbs supported by gesture, action and routine, e.g. *escucha, siéntate,* etc. Highly familiar *yo*… expressions through context.	Familiar learned expressions such as *me llamo…*
Negation	Familiar negative response is *no*	*no* as a familiar response
Interrogatives	Routine-based questions such as *¿qué tal?, ¿cómo te llamas?* etc	Respond to greetings and routine-based questions with words and/or actions, such as • Waves with *hola/buenos días/adios* • Gestures with *sí/no*

First Level

Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

First Level – Words and Phrases	
Words and Phrases describes highly familiar vocabulary and sentence patterns which recur frequently. A single idea is usually expressed in highly familiar contexts, and communication follows predictable patterns with little variation.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *¡Hola! Me llamo Ana. Tengo siete años. Vivo en Zaragoza en España. Tengo un hermano y una hermana. Tengo un gato. Se llama Tito. Es blanco. Me gusta la música. ¡Adiós!*	Learners may **use** language such as: *¡Hola! Me llamo Sean.* *Tengo un perro. Es blanco y negro.* *Tengo un hermano. Se llama Dylan.* *¡Hasta luego!*
Comments/Guidance	
At First Level, learners build on the familiar Spanish they already know through regular opportunities to listen, read, respond and interact. Modelling and repetition continue to support learning as learners begin to communicate using familiar language. Experiences of spoken and written Spanish come through adult-initiated activities such as songs, stories, games, conversations, routines and texts. At First Level, learners demonstrate progression by recognising and responding to a growing range of familiar language. They begin to reuse familiar patterns and make small changes to learned phrases, for example by substituting familiar vocabulary to communicate an idea.	

Learners begin to use familiar language with increasing independence and confidence where there are opportunities to participate, respond and interact with others. Learners also begin to recognise familiar written words and short phrases as their literacy skills develop.

The emphasis is on successful communication. Learners are not expected to apply grammatical rules independently at this stage.

Suggested contexts for learning

At First Level, familiar contexts provide opportunities for learners to extend the Spanish they understand and begin to use words and phrases themselves. Contexts can be revisited regularly so that learners can reuse familiar patterns and make small changes using known vocabulary.

Suggested contexts can include:

- numbers to 50
- months and dates
- classroom language
- family and pets
- where you live
- feelings
- body parts
- weather

These contexts are illustrative rather than exhaustive. Practitioners can revisit contexts from Early Level and introduce others that allow learners to extend the range of familiar Spanish they understand and use.

Grammar Progression

At First Level, learners continue to encounter grammar mainly through familiar words, phrases and learned patterns. They begin to notice some recurring features of Spanish and reproduce familiar structures but are not expected to apply grammatical rules independently. Receptive understanding will often be broader than the language learners can use themselves.

Grammatical feature	FIRST Word and Phrases	
	Understand	**Use**
Nouns and articles	All nouns have a gender shown by *el / la/ un / una* Nouns can be made plural by adding *–s* Definite and indefinite articles *el / la/ los / las* and *un / una / unos / unas* Numbers with plural nouns, such as *dos perros, tres gatos*.	Articles with familiar singular nouns, such as: *un perro / una tortuga / el perro / la tortuga* Plural nouns with numbers by adding *-s*, such as *tengo tres hermanos*
Adjectives	Adjectives go after nouns (e.g. *un gato blanco, una naranja pequeña*)	Adjectives, such as colours, in the correct place in a sentence, such as *tengo un perro negro*
Possessive adjectives	*mi / mis* and an awareness of *tu*	Mostly mi such as *mi cumpleaños es el*...
Verbs	Increasing range of routine-based verbs, such as *escucha, siéntate, levanta la mano* etc. *yo* form in statements and *tú* form in questions *me gusta/n* and *no me gusta/n*	Present tense verbs mainly in the first person, such as *tengo un gato* *me gusta/ no me gusta* singular as learned verb phrases

Second Level

Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

Second Level – Basic Language	
Basic Language describes familiar high-frequency vocabulary and sentence patterns to communicate information, preferences and ideas. Words, phrases and familiar patterns may be changed and combined in different contexts. Sentences usually express one main idea and may have some supporting detail.	
Receptive	**Productive**
Learners may understand language such as: *Me llamo Eva. Tengo diez años y mi cumpleaños es el tres de mayo. Tengo los ojos verdes y el pelo castaño. Vivo en un piso grande. Tengo un gato blanco. Se llama Tito y es pequeño pero fuerte. El sábado juego al baloncesto. No me gusta el fútbol porque es difícil.*	Learners may use language such as: *Me llamo Emma. Vivo en Aberdeen en Escocia. Mi cumpleaños es el veinte de noviembre. Me gusta el tenis y me encanta la música. Juego al tenis con mi amiga en el verano. Mi hermana se llama Laura y tiene cuatro años.*
Comments/Guidance	
At Second Level, learners build on familiar Spanish and begin to make more choices about the language they use. They draw on language they already know to communicate information, preferences and ideas across familiar contexts. They begin to change and combine familiar language, rather than relying only on fixed or memorised phrases. Learners should experience Spanish through listening, talking, reading and writing across a range of familiar contexts. They should have frequent opportunities to interact with others, ask and answer questions, exchange information, describe experiences and express preferences using familiar basic language. Regular opportunities for learners to make choices, adapt familiar basic language and communicate for a range	

of purposes help to develop independence and confidence. Models, sentence starters and other supports remain useful, particularly when new language is introduced.

At Second Level, learners demonstrate progression by beginning to change and combine familiar Spanish. They may use prior learning of sentence patterns with different vocabulary, link familiar ideas and draw on language learned previously when responding to questions or sharing information.

Learners may communicate successfully while accuracy in pronunciation and grammar will vary. The emphasis remains on successful communication, while encouraging increasing accuracy and confidence in the use of Spanish.

Suggested contexts for learning

At Second Level, contexts should provide opportunities for learners to use basic Spanish for a wider range of purposes. Learners can draw on familiar vocabulary and sentence patterns to give information, express preferences and ideas, ask and answer questions, and begin to change and combine language they already know.

Suggested contexts can include:

- numbers to 100
- calendar and birthdays
- telling the time
- food and drink
- sports and hobbies
- physical description, for example hair and eyes
- clothes
- illness and body parts
- seasons
- countries and compass points

These contexts are illustrative rather than exhaustive. Contexts encountered at earlier levels can continue to be used where they allow learners to develop their language further. Progression should be seen in the Spanish learners understand and use, rather than in moving through a fixed sequence of topics.

Grammar Progression

At Second Level, learners begin to recognise recurring grammatical patterns within basic language and use some familiar patterns with developing accuracy. Grammatical features may still be learned and used as whole phrases before learners understand how they work. The emphasis remains on using familiar language successfully rather than applying grammatical rules systematically.

Grammatical feature	SECOND Basic Language	
	Understand	**Use**
Nouns and articles	Recognise singular and regular plural forms, as shown by *los / las / unos / unas* and adding '*s*'. Some irregular *-es* plurals, e.g. *flor – flores* Difference between *un / una / unos / unas*, and *el/la/los/las*	Familiar people, objects and concepts e.g. *el viento, la clase* Plural forms with familiar nouns, adding '*s*' e.g. *los amigos / las naranjas* Articles (*un / una / unos / unas*, and *el / la / los / las*) with familiar nouns (*la patata, un gato, unas manzanas, los amigos*)
Adjectives	Adjectives change to match the noun they describe. • Gender agreement with some familiar adjectives e.g. *un gato blanco* • Numerical agreement with some familiar adjectives, such as *dos manzanas rojas, los pantalones cortos*	Agreement with concepts such as colour e.g. *una manzana roja*
Possessive adjectives	*mii / mis* *tu / tus* *su / sus*	Mainly *mi / mis* but using *tu / tus* in familiar phrases such as *¿cuándo es tu cumpleaños ?*

Personal pronouns	Subject pronouns exist but are not always used.	
Verbs	Common familiar verbs in the present tense, singular form (*yo, tú, él, ella*) such as *tengo, vivo, juego, ¿te gusta?, se llama* Opinion verbs, such as *me gusta (mucho) / no me gusta (nada)*	Common familiar verbs in the present tense, mainly in the first person (e.g. *juego al tenis, escucho música*) Use *me gusta / no me gusta* + noun or infinitive verb to express opinions
Negation	Recognise when a sentence is negative with *no*, such as *no tengo hermanos*	Make a sentence negative with no, such as *no soy*
Interrogatives	Common question words (e.g. *¿qué? ¿quién? ¿dónde? ¿cómo? ¿por qué? ¿cuándo?)* Spanish uses inverted question and exclamation marks	Common question words (e.g. *¿qué? ¿quién? ¿dónde? ¿cómo? ¿por qué? ¿cuándo?*) Simple questions using the *tu* form e.g. *¿Te gusta?* Use inverted question and exclamation marks
Prepositions	*en, a (* including *al / a la)*	Use prepositions in familiar phrases *en (vivo en Aberdeen)* *a (voy a Dundee, juego al baloncesto, voy a la piscina)*
Adverbs	Common adverbs of time, including *ayer, hoy, mañana, a menudo, siempre, a veces* Commonly used intensifiers such as *muy, un poco, bastante*	Use common adverbs of time to add detail e.g. *juego al fútbol a menudo*
Comparison	Understand some familiar comparisons where meaning is clear, e.g. *más grande, menos interesante, menor, mayor*	Use a small number of learned comparative expressions where relevant

Connectives	*y / o / pero / que / con / porque*	Mainly *y / pero / con*

Third Level

Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

Third Level – Simple Language	
Simple Language describes familiar vocabulary and mainly simple sentence patterns to communicate meaning. Ideas may be linked and developed by adding information or detail using conjunctions. Structure remains predictable with one or two ideas expressed per sentence.	
Receptive	**Productive**
Learners may **understand** language such as: *En mi pueblo, hay una plaza mayor en el centro con tiendas y cafeterías. Se puede ir de compras o tomar un café. Hay un parque con un río donde se puede ir de pesca. Hay también un centro comercial moderno, que es popular entre los jóvenes. Estamos cerca de las montañas, así que se puede esquiar en invierno. El febrero pasado, fui a esquiar con un grupo del colegio - ¡fue estupendo!*	Learners may **use** language such as: *Vivo en un pueblo en la costa. Me gusta mi pueblo porque es bonito y la gente es amable. No hay muchas tiendas en el centro. Me gusta mi barrio porque hay un parque de patinaje cerca. Voy mucho con mis amigos para hacer skate. Es chulo. El fin de semana pasado comí en un restaurante italiano con mi familia - ¡qué bueno!*
Comments/Guidance	
At Third Level, learners understand and use a broader range of Spanish across familiar contexts. They draw on language learned previously to give more detailed responses, link ideas and express themselves in different ways. Learners should have regular opportunities to communicate in Spanish across a range of familiar contexts and for different purposes. Learners may still use sentence starters, model texts and other supports when encountering new language. As familiar language becomes established, they should have opportunities to choose vocabulary, change familiar sentence patterns and combine what they know to express their own	

ideas. They should engage in a range of listening, talking, reading and writing activities that encourage them to explain ideas, express and justify opinions, describe experiences and respond to the views of others.

At Third Level, learners demonstrate progression by revisiting and extending previously encountered vocabulary, sentence patterns and grammatical features. They draw on prior learning to understand new language, make connections between language they already know and adapt familiar vocabulary and sentence patterns to communicate their own ideas.

The emphasis should remain on developing confidence, fluency and successful communication. Accuracy may continue to vary, but learners begin to develop awareness, independence and self-regulation in this aspect.

Grammar Progression

At Third Level, learners recognise an increasing range of grammatical patterns in simple language and begin to select and adapt familiar forms with greater independence. Some structures may be understood before they become productive expectations, and accuracy will continue to develop. Learners are not expected to demonstrate systematic control of all the grammatical features they encounter.

Grammatical feature	THIRD Simple Language	
	Understand	**Use**
Nouns and articles	Singular and plural forms, as shown by *unos / unas / los / las* and '*-s*' or '*-es*' Nouns ending in *–z* change spelling in plural e.g. *lápiz – lápices* Difference between singular and plural forms, as shown by *unos / unas / los / las*	Singular and plural forms, using *unos / unas / los/ las* and '*s*' or *'es'* e.g *flor-flores, perro-perros* Use articles with familiar nouns, such as *una casa, un perro* Use plural forms with familiar nouns, such as *los gatos*
Adjectives	Regular adjective agreement with gender and number *(-o / -as / -os / -as* and *-e / -e / -es / -es)* Some irregular adjectives (e.g. *feliz / felices, un coche naranja*) Most adjectives come after the noun (e.g. *un gato blanco*) Sometimes adjectives come before the noun, changing spelling and/or meaning (e.g. *un buen amigo, una gran ciudad*)	Regular adjective agreement with gender and number (e.g. *dos gatos blancos)* Some irregular adjectives (e.g. *feliz / felices, un coche naranja*)
Possessive adjectives	All possessive adjectives *mi / mis* *tu / tus*	Mainly *mi / mis* *tu / tus*

	su / sus *nuestro / a / os / as* *vuestro / a / os / as* *su / sus*	*su / sus* *nuestro / a / os / as*
Verbs	Present Tense • Common regular verbs, all forms (*ar, er, ir* verbs) • Common irregular verbs, all forms (e.g. *ir, ver, hacer, tener* etc.) • Common radical changing verbs, all (e.g. *jugar, pensar*) • Common reflexive verbs Some common preterite tense verbs, mainly '*yo*' form (e.g. *fui, comí, visité*) Some common imperfect tense verbs (e.g. *hacía, había* etc.) Near future (*voy a*) and conditional (*me gustaría*) in the first person Recognise impersonal verb phrases, such as *hay, se puede, se debe* (plus negative) Increased range of opinion verbs in singular, plural and negative forms, such as *me encanta, me chifla, me importa, me da igual*	Present tense verbs (regular, radical changing, reflexive and common irregular), mostly using singular forms Use learned phrases that express past and future, such as *me gustaría*, *voy a* + infinitive, *fui al cine*, *fue estupendo, hacía sol* Use opinions verbs, such as *me gusta(n), me chifla(n*) and *me encanta(n)* with both singular and plural objects

	Ser and *estar* both mean 'to be' but are used in different situations	
Personal Pronouns	All subject pronouns *(yo, tu, él, ella, nosotros, vosotros, ellos, ellas)* Subject pronouns exist but are not generally used Reflexive pronouns (e.g. *me levanto, te duchas*)	All subject pronouns *(yo, tu, él, ella, nosotros, vosotros, ellos, ellas),* mostly using singular forms for emphasis Reflexive pronouns (e.g. *me levanto, te duchas*), mostly using singular forms
Negation	Common negative structures (e.g. *no..., no...nada, no...nunca*)	Common negative structures with present tense such as *no juego nunca al rugby*
Interrogatives	Increasing range of common question words, such as: (e.g. *¿qué? ¿quién? ¿dónde? ¿cómo? ¿por qué? ¿cuándo? ¿cuánto/a/os/as?)*	Increasing range of common question words, such as: (e.g. *¿qué? ¿quién? ¿dónde? ¿cómo? ¿por qué? ¿cuándo? ¿cuánto/a/os/as?)*
Prepositions	Increasing range of prepositions (e.g. *en, a, sobre* including those that require "*de*" e.g. *debajo de, cerca de, lejos de*	Increasing range of prepositions, including those that require a spelling contraction (*al / del*)
Adverbs	Increasing range of intensifiers (e.g. *muy, un poco, bastante, demasiado* etc.*)* Common adverbs of time, including *hoy, ayer, mañana* Common adverbs, such as *normalmente, generalmente*, *mucho, siempre, a veces, rara vez, todos los días, una vez por semana, todo el tiempo le temps, de vez en cuando, el fin de semana* etc.	Increasing range of intensifiers (e.g. *muy, un poco, bastante, demasiado* etc.*)* Common adverbs of time, including *hoy, ayer, mañana* Common adverbs, such as *normalmente, generalmente*, *mucho, siempre, a veces, rara vez, todos los días, una vez por semana, todo el tiempo le temps, de vez en cuando, el fin de semana* etc.

Comparison	Comparative *más...que / menos...que / tan...como*	Comparative – mainly *más…que / menos...que*
Connectives	*y / o / pero / que / con / porque*	*y / o / pero / que / con / porque*
Register	*Usted / es* is used in formal/polite situations.	

Fourth Level

Language Progression

The examples below illustrate the French that learners may recognise or understand and use at this level.

Fourth Level – Straightforward Language	
Straightforward Language describes a wider range of familiar vocabulary and sentence patterns across familiar contexts. Ideas are linked and developed to include opinions, viewpoints and reasons. Sentences may vary in length and detail, but language often follows formulaic patterns.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *Es súper importante llevar una vida sana. El deporte es una buena manera de ser activo, mantenerse en forma y además es bueno para la salud. En mi colegio practicamos mucho deporte: el fútbol es el más popular, pero podemos jugar también al baloncesto o al pádel. Yo juego al fútbol, y me gusta también la natación, sobre todo en verano cuando hace calor. Para llevar una vida sana, comer bien es tan importante como el deporte. Hay que beber agua, comer fruta y verdura y evitar la comida grasa. ¡Me gustaría comer pizza todos los días, pero sé que es mejor comer ensaladas!*	Learners may **use** language such as: *Creo que llevo una vida bastante sana. Para mantenerme en forma, como fruta y verdura, cinco al día, y siempre bebo agua. De vez en cuando como una hamburguesa. Intento no pasar mucho rato con mi móvil. Practico deporte el fin de semana. Por ejemplo el sábado pasado, fui a la playa con mis amigos para hacer windsurf. Hacía sol y calor, y fue un día estupendo.*
Comments/Guidance	
At Fourth Level, learners understand and use a wider range of Spanish across familiar contexts. They draw on language learned previously to communicate in greater detail and express viewpoints and reasons.	

Learners may still use model texts, sentence starters and other supports when encountering new language. They should also have regular opportunities to decide what they want to communicate and choose from familiar vocabulary and sentence patterns to do this. They should engage in listening, talking, reading and writing activities across a range of familiar contexts and for different purposes that encourage them to explain ideas, express and justify opinions, describe experiences and respond to the views of others.

Progress is demonstrated as learners increasingly select, combine and adapt familiar vocabulary, sentence patterns and grammatical features to communicate their own ideas.

Learners take greater responsibility for ensuring accuracy, by checking language to maintain successful communication, using support appropriate to the level where required. Errors with verb forms, nouns and articles, and adjectives may still occur as learners use a wider range of Spanish.

Grammar Progression

At Fourth Level, learners recognise grammatical patterns across a wider range of straightforward language and use familiar forms with increasing independence and flexibility. They begin to make more independent grammatical choices, while accuracy in areas such as adjective agreement and verb forms continues to develop. Receptive understanding may continue to extend beyond productive control.

Grammatical feature	FOURTH Straightforward Language	
	Understand	**Use**
Nouns and articles	Masculine & feminine word endings (e.g. *-o / consonant* are masculine; *-a / -ción* are feminine) Some common irregular gender nouns (e.g. *la mano, el agua, el planeta*)	Masculine & feminine word endings (e.g. *-o / -consonant* are masculine; *-a / -ción* are feminine) Some common irregular gender nouns (e.g. *la mano, el agua, el planeta*)
Adjectives	Regular adjective agreement with gender and number (*-o / -as / -os / -as* and *-e / -e / -es / -es*) Some irregular adjectives (e.g. *feliz / felices, un coche naranja*) Most adjectives come after the noun (e.g. *un gato blanco*) Some adjectives come before the noun, changing spelling (e.g. *un buen amigo, una gran ciudad*)	Regular adjective agreement with gender and number (e.g. *dos gatos blancos*) Some irregular adjectives (e.g. *feliz / felices, un coche naranja*)
Personal pronouns	All subject pronouns (*yo, tu, él, ella, nosotros, vosotros, ellos, ellas*)	All subject pronouns for emphasis (*yo, tu, él, ella, nosotros, vosotros, ellos, ellas*)

	Reflexive pronouns *me, te, se nos, os, se* (e.g. *me lavo, se levanta* etc.) Direct object pronouns *me, te, le, lo, la, nos, os, los, las, les* (e.g. *le respeto, lo como* etc.)	Increasing range of reflexive pronouns (e.g. *se lavan, nos vamos* etc.) Direct object pronouns (e.g. *ella me habla*), mostly using singular forms
Verbs	Present and Preterite Tense • Common regular verbs, all forms (*ar, er, ir* verbs) • Common irregular verbs, all forms (e.g. *ir, ver, hacer, tener*, etc.) • Common radical changing verbs Modal verbs in present tense (*poder, querer, soler*) Increasing range of common imperfect tense verbs (e.g. *tenía*, *estaba* etc.) Increasing range of common conditional tense verbs (e.g. *me gustaría, sería, habría,* etc.*)* Recognise impersonal passive form, such as *se puede, se debe (plus negative)* *Ser* and *estar*, conjugation and when to use	Increasing range of commonly used verbs in present and preterite, mostly using singular forms (e.g. *comió pizza, fui al parque,* etc.*)* Modal verbs with infinitive, mostly using singular forms, e.g. *puedo ir al cine, quiero comer chicle*) Increasing range of common imperfect tense verbs, mostly in '*yo*' form (e.g. *tenía*, *estaba* etc) Increasing range of common conditional tense verbs, mostly in '*yo*' form (e.g. *me gustaría, sería, habría,* etc.) Use some learned phrases in impersonal passive form, such as *se puede, se debe (plus negative)*
Interrogatives	Full range of common question words, such as: *¿cuál?, ¿quién?, ¿dónde?, ¿cómo?, ¿qué?, ¿por qué?, ¿cuándo?, ¿cuánto/a/os/as?*	Increasing range of common question words, such as: *¿cuál?, ¿quién?, ¿dónde?, ¿cómo?, ¿qué?, ¿por qué?, ¿cuándo?, ¿cuánto/a/os/as?*

Prepositions	Increasing range of prepositions (e.g. *enfrente de, al lado de, detrás de*, etc.*)*	Increasing range of prepositions (e.g. *enfrente de, al lado de, detrás de*, etc.*)*
Adverbs	Increasing range of intensifiers (e.g. *tan*, *tanto, demasiado, bastante* etc.*)*	Increasing range of intensifiers (e.g. *tan*, *tanto, demasiado, bastante* etc.*)*
Comparison	Comparative *(más...que / menos...que / tan...como)* Superlative (*el / la / lo / los / las más / menos*) Some common irregular comparatives, such as *bueno / mejor, malo / peor, jóven / menor, viejo / mayor*	Comparative – mainly *más…que / menos...que* Superlative (*el / la / lo / los / las más / menos*)
Register	*Usted / es* is used in formal/ polite situations	Construct formal questions from *tú* form, such as *¿cómo está usted? ¿de dónde es usted?*

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