

French and Spanish | Subject Progression Map

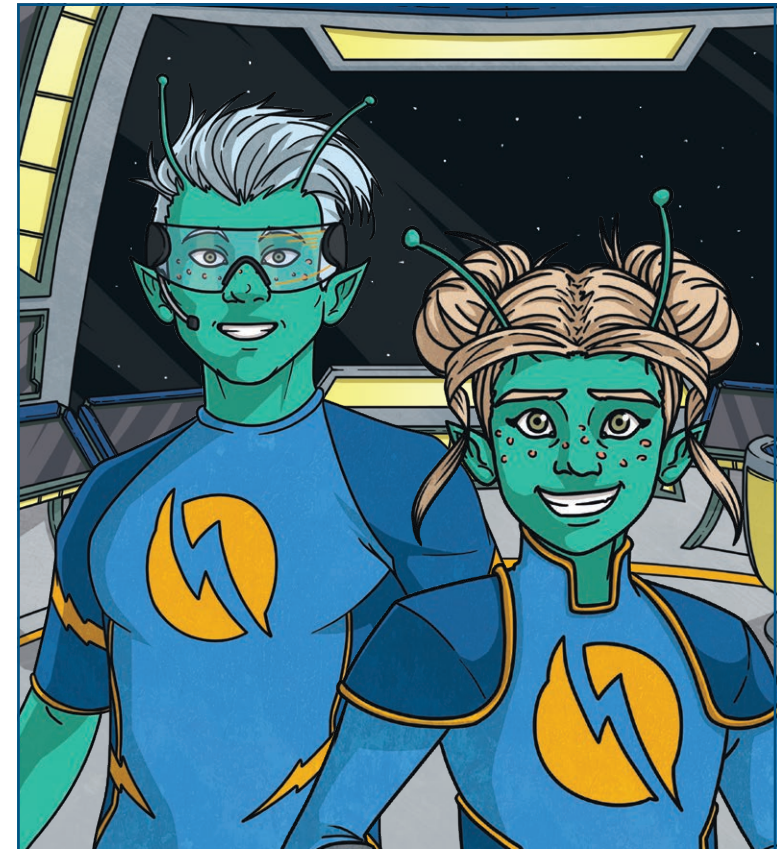
Rationale

The core intent of the modular **Lightning Languages** curriculum is to ensure children make outstanding progress in the chosen language – either French or Spanish – across the three pillars of language learning: vocabulary, grammar and phonics. Our aim is for children to become confident in practical, useful communication so that they feel that they can communicate in a range of real-life situations with native/fluent speakers, in reading, writing, speaking and listening. By the end of KS2, we aim for children to feel confident, ready and excited to continue their language learning at KS3 with a solid grounding in language learning skills. Learners will also develop their cultural capital by learning about real life within the countries where the chosen language is spoken, and develop their understanding and appreciation of different cultures to become lifelong language learners and true global citizens.

We recognise that the definition of ‘substantial progress’ in one language (as per the DfE [Languages programmes of study: key stage 2](#)) will vary from setting to setting depending on a range of factors. **Lightning Languages** has been designed to offer a flexible approach to curriculum planning in the confidence that each unit of work fulfils all the aims of the National Curriculum by introducing children to the key skills of reading, writing, speaking and listening. Each unit is built around the three pillars of language learning which are covered both in lesson resources and within the accompanying, easy-to-access concept videos.

Within each unit, the intention is for pupils to learn and retain, through recap and repetition, a set of core vocabulary words and key sentence structures. Because this curriculum is designed to be used flexibly, each individual unit builds in complexity, from noun and determiner to phrase and sentence level then on to asking and answering questions, so that children will make significant progress within each unit of work. This enables children to develop practical communication skills through every unit. If units are completed in consecutive order, children’s language learning will naturally increase in complexity both in the grammar and concepts experienced as they start to make links across an increasing number of topics (e.g. applying their knowledge of colours to say what colour an animal is) and these are made explicit within the unit resources. However, as children experience an increasing range of units in any order, they will be encouraged to make links across those they have covered, by being reminded to interchange words and phrases within the language they produce.

Please note that this progression map is created by Twinkl and is based on our interpretation of the National Curriculum objectives, Ofsted guidance documentation (including the ‘Languages in outstanding primary schools’ [blog](#) and the [research review](#) on languages education) and the needs of teachers according to the British Council [Language Trends](#) England 2023 report. The Lightning Languages scheme aims to support ‘substantial progress’ in one language (as per the DfE [Languages programmes of study: key stage 2](#)). However, schools may wish to identify their own definition of progress at KS2 and select an appropriate number of units to teach in each year group. This progression guidance is intended to serve as a guide for educators, who should use their professional judgement and consider the abilities of their own students when planning and delivering language lessons.





Sparks (non-compulsory)

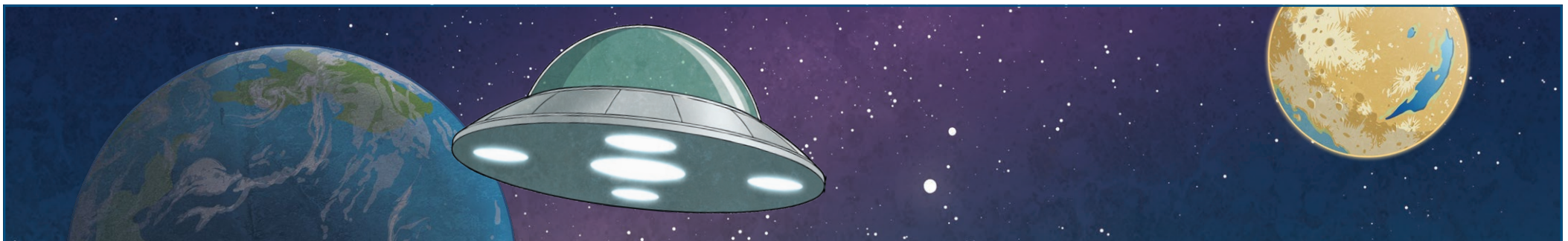


Lift Off



In Orbit

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sparks units are designed to introduce French or Spanish to younger learners in an interactive and engaging way. They can be delivered in key stage 1 (or earlier) as preparation for meeting the key stage 2 national curriculum or they can be used for a lunchtime or after-school club. There is a focus on speaking and listening skills through repetition, games and songs.		Lift Off units in French and Spanish can be used flexibly throughout year 3 and year 4. The core PowerPoints cover the 12 national curriculum expectations and the additional 'bolt-on' resources in each unit allow for further skill development. Topic-based units of work are designed to be used in any order so that they can fit easily where links can be made to other subjects within the primary curriculum and guidance is given on how to do this. Within each unit, the intention is for pupils to learn and retain, through recap and repetition, a set of core vocabulary words and key sentence structures.		In Orbit units in French and Spanish can be used flexibly throughout year 5 and year 6. The core PowerPoints in each topic-based unit cover the 12 national curriculum expectations with an increased focus on grammar and the additional 'bolt-on' resources in each unit allow for further skill development. Units of work cover a broad range of relevant and engaging topics and can be used in consecutive order but are also designed to be used flexibly. This flexibility is a core skill in language learning and will allow children to demonstrate that they can apply their knowledge and skills in a range of different contexts and prepare them for transition to key stage 3.	



Lightning Languages will provide children with a wide range of skills-based opportunities to meet the national curriculum expectations in French or Spanish (reading, writing, speaking, listening) as well as show progression in the three pillars of language learning and develop cultural capital across the units. **As Lightning Languages is a flexible and modular scheme, the following list is indicative and not exhaustive.**

Languages programmes of study: key stage 2	Reading					
Pupils should be taught to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
► read carefully and show understanding of words, phrases and simple writing; ► appreciate stories, songs, poems and rhymes in the language; ► broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.		• Recognise and understand some familiar written words. • Recognise a familiar question and give a simple response. • Match pictures to familiar words. • Follow a simple story, song, rhyme or poem in French/Spanish and join in to show understanding. • Begin to use simple visual aids e.g. flashcards and word mats.	• Read and understand familiar written words, phrases and short texts. • Understand some of the main points from a reading text. • Be able to guess the meaning of a new word in a text. • Follow along with a short text while listening and reading at the same time. • Demonstrate understanding of words and phrases containing familiar language in simple texts and stories. • Answer simple questions about what they have read. • Read simple texts and stories on their own and with others. • Understand some words or phrases in a story or poem. • Understand the gist of a story containing familiar language. • Begin to use reference tools and visual aids to support understanding of simple texts.		• Read and understand familiar written words, phrases and short texts in a wider range of contexts. • Understand the main points and key details of a text. • Use context clues to work out the meaning of a new word in a text. • Confidently follow along with a short text while listening and reading at the same time. • Demonstrate understanding of words and phrases containing a mix of familiar and unfamiliar language in simple texts and stories. • Answer a range of questions about what they have read. • Read a variety of short simple texts in different formats and in different contexts on their own and with others. • Understand some words or phrases in a story or poem and be able to use context clues to help with unfamiliar language. • Understand the gist of a story containing a mix of familiar and unfamiliar language. • Use reference tools and visual aids to support understanding of simple texts.	

Languages programmes of study: key stage 2	Writing					
Pupils should be taught to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
► write phrases from memory, and adapt these to create new sentences, to express ideas clearly; ► describe people, places, things and actions orally and in writing.		• With support, experiment with writing some familiar simple words in French/Spanish. • Begin to use simple visual aids e.g. flashcards and word mats to support writing.	• Write some familiar simple words using a model and some from memory. • Write a short text using a model. • Write a few simple sentences from memory. • Use reference tools to help build sentences from familiar language. • Write a few sentences about themselves using increasingly accurate language. • Use a model to write some information about someone or something else. • Use sentence-building tools to construct new sentences using familiar language. • Use simple adjectives in writing. • Start to use simple conjunctions like 'and' and 'but' to make longer sentences. • Express simple ideas through substituting words. • Adapt simple words and phrases to build new sentences. • Complete a simple gapped text by adding some familiar words.			• Write simple sentences and short texts using a model. • Write a few sentences from memory, using knowledge of words, text and structure. • Use reference tools to help build sentences from familiar and unfamiliar language. • Look up new words using a dictionary or reference tool to use them in their writing. • Write a few sentences about themselves and others using increasingly accurate language and fluency. • Use a model or sentence-building tool to write more detailed information about someone or something else. • Use sentence-building tools to construct new sentences using conjunctions and a mix of familiar and unfamiliar language. • Use more adjectives in writing to describe people, places and things. • Use conjunctions like 'and', 'but' and 'because' with increased frequency to make longer sentences. • Express ideas through substituting words and phrases. • Adapt words and phrases to build new sentences. • Complete a gapped text.

Languages programmes of study: key stage 2	Speaking					
Pupils should be taught to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
► engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; ► speak in sentences, using familiar vocabulary, phrases and basic language structures; ► develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; ► present ideas and information orally to a range of audiences.		• Repeat modelled words and simple phrases. • Join in to accompany familiar songs and stories. • Recognise a familiar question and give a simple response. • Name some key words and simple phrases.	• Communicate with others using simple words and phrases. • Repeat modelled words and sentences. • Pronounce familiar words and phrases correctly. • Ask and answer a question on a familiar topic. • Take part in a short conversation using familiar language. • Give some details about themselves in French/Spanish. • Say some information about someone or something else. • Express an opinion. • Present information to a partner or a small group. • Speak in simple sentences that can be understood by others. • Talk about daily routines in the classroom. • Express simple ideas through substituting words. • Seek help and clarification.			• Communicate with others using a wider range of words and phrases. • Repeat words and sentences in French/Spanish and be able to model to others. • Pronounce familiar and unfamiliar words with increasing accuracy. • Ask and answer a range of simple questions. • Initiate and sustain a short conversation. • Enjoy the challenge of using unfamiliar language. • Express a wider range of opinions. • Give more detailed information about themselves. • Express more detailed information about someone or something else. • Use simple conjunctions to build more complex sentences. • Deliver a brief presentation on a familiar topic to a partner or small group using familiar language and phrases. • Speak in sentences that can be understood by others with increasing accuracy and confidence. • Give more detailed information about daily routines in the classroom. • Use familiar language spontaneously to seek clarification and help.

Languages programmes of study: key stage 2	Listening					
Pupils should be taught to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
► listen attentively to spoken language and show understanding by joining in and responding; ► explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; ► appreciate stories, songs, poems and rhymes in the language.		• Listen actively to words and phrases in French/Spanish through play, classroom language, songs, stories, poems, games and rhymes. • Begin to notice similarities and differences between some words in French/Spanish and English. • Respond to simple instructions which are accompanied by visual clues. • Join in with actions to accompany familiar songs, stories and words. • Listen and repeat modelled words and simple phrases. • Recognise and understand some words and very simple phrases when someone is speaking in French/Spanish. • Show some understanding of familiar words and phrases.	• Listen and repeat modelled words and phrases. • Recognise and understand familiar words and phrases when someone is speaking in French/Spanish. • Understand some of the main points when someone is speaking in French/Spanish. • Answer simple questions about what someone has said. • Listen for specific words, phrases or sounds. • Listen and respond to short, predictable conversations. • Listen to a story, song, poem or rhyme and follow the text. • Join in with a song, poem or rhyme. • Demonstrate understanding of words and phrases containing familiar language in simple listening tasks. • Understand some words or phrases in a story or poem. • Understand the gist of a story containing familiar language. • Respond to instructions in French/Spanish.			• Listen attentively and repeat more complex words and phrases. • Recognise and understand a mix of familiar and unfamiliar words when someone is speaking in French/Spanish. • Understand the main points and simple opinions when someone is speaking in French/Spanish. • Answer a range of questions about what someone has said. • Understand longer and more complex phrases or sentences. • Listen and respond to short conversations. • Listen to a story, song, poem or rhyme and confidently follow the text. • Confidently join in with a song, poem or rhyme. • Demonstrate understanding of words and phrases containing a mix of familiar and unfamiliar language in various listening tasks. • Understand words and phrases in a story or poem. • Understand the gist of a story containing a mix of familiar and some unfamiliar language.

Languages programmes of study: key stage 2	Phonics					
Pupils should be taught to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
► explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; ► develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.		• Listen actively to sounds in French/Spanish through play, classroom language, songs, stories, poems, games and rhymes. • Begin to notice similarities and differences between sound patterns in French/Spanish and English. • Repeat modelled words and sounds in French/Spanish.	• Repeat modelled words and sentences in French/Spanish. • Pronounce familiar words and phrases correctly. • Attempt to pronounce new words correctly. • Recognise a range of different sounds in French/Spanish. • Recognise that accents or certain spellings can change the pronunciation of a word. • Adapt their voice to show when they are asking a question. • Be understood by the teacher or friends when reading aloud. • Start to become aware of comparisons and connections in sound patterns. • Read words, phrases and sentences aloud with increasingly accurate pronunciation.			• Repeat words and sentences in French/Spanish and be able to model to others. • Pronounce a mix of familiar and unfamiliar words and phrases correctly and confidently. • Pronounce new words and phrases with confidence and increasing accuracy. • Recognise a wider range of different sounds in French/Spanish. • Recognise that accents or a wider range of spellings can change the pronunciation of a word. • Adapt their voice and intonation to show when they are asking a question or conveying an emotion. • Be clearly understood by the teacher or friends when reading aloud. • Become more aware of comparisons and connections in sound patterns. • Read words, phrases and sentences aloud with increasingly accurate pronunciation, fluency and confidence.

Languages programmes of study: key stage 2	Grammar					
Pupils should be taught to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
► understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		• Begin to understand that there are some similarities and differences between English and French/Spanish e.g. word order.	• Understand and start to use some basic French/Spanish grammar in context. • Recognise some key features and patterns of the language. • Understand that nouns in French/Spanish are either masculine or feminine. • Identify the gender of a noun by its determiner. • Make a noun plural and use the correct determiner. • Use a simple adjective correctly. • Use some common verbs mainly in the first person. • Recognise and use some simple prepositions. • Make a simple negative sentence. • Start to use simple conjunctions like ‘and’ and ‘but’ to make longer sentences. • Start to become aware of comparisons and connections in word and sentence patterns. • Start to use basic grammar to build sentences.		• Understand and start to use a range of basic French/Spanish grammar in context. • Know how to find out if a word is a noun, adjective, verb, adverb, preposition or conjunction. • Start to use basic grammar to build sentences. • Use adjectives in the correct place and understand how to make them agree. • Recognise and use a range of prepositions. • Recognise and use subject pronouns other than in the first person. • Understand how a verb is conjugated. • Use some common verbs in the second or third person. • Attempt to use different tenses. • Build more complex sentences by including adverbs, intensifiers or using conjunctions. • Know how to use reference tools to help check accuracy.	

Languages programmes of study: key stage 2	Vocabulary					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to: ► broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.		• Start to recognise and use some key words in French/Spanish. • Begin to notice some similarities and differences between English and French/Spanish words.	• Understand and use a range of vocabulary about different topics. • Start to use some different strategies to remember new vocabulary. • Make links with English to work out the meanings of words. • Start to guess the meanings of new words. • Start to use reference tools to find out or check the meaning of a word. • Use different vocabulary to describe people, places, things and actions.		• Understand and use a range of vocabulary about a wider range of topics and contexts. • Use a range of different strategies to remember new vocabulary. • Make links with English or other French/Spanish words to work out meanings of new vocabulary. • Use context clues to work out the meanings of new words. • Use reference tools with more confidence to find the meaning of a word. • Use reference tools to include new vocabulary in their speaking and writing. • Use a wider range of vocabulary to describe people, places, things and actions.	

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.	Cultural Capital					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• Understand that people use different languages. • Recognise and talk about some similarities and differences between English and French/Spanish-speaking countries. • Talk about some festivals and celebrations that take place in French/Spanish-speaking countries.	• Locate France/Spain on a map. • Name some French/Spanish cities. • Name some other countries where French/Spanish is spoken. • Make some comparisons with France/Spain (or other French/Spanish-speaking countries) and their own country. • Talk about some festivals and celebrations that take place in French/Spanish-speaking countries.			

	Cultural Capital (continued)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			- Understand some cultural similarities and/or differences between their own country and France/Spain (or other French/Spanish-speaking countries). - Share simple facts about features of life in French/Spanish-speaking countries. - Recognise that there is a relationship between languages, culture and their own sense of identity.			

Wider Curriculum Links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Simple communication in a second language supports the Early Learning Goals, such as Communication and Language as well as Personal, Social and Emotional Development. The People, Culture and Communities ELG is amply covered by the scheme, in particular the requirement to explain some 'similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps'. Through the use of songs, the scheme links to the ELG 'Being Imaginative and Expressive'. The cultural capital studies link well to knowing 'similarities and differences between different religious and cultural communities in this country'.		There are strong links to Geography in learning about Spanish or French-speaking countries or their culture, famous landmarks and using maps. There are units all about weather, towns and transport which also link easily. In the study of celebrations and festivals, children will have the opportunity to make links to their learning in RE. Counting and playing counting games, or learning to tell the time in the second language have obvious links to Maths. Learners will also use their knowledge of word classes, dictionary skills and grammar in English when learning French or Spanish, as well as their speaking and listening and comprehension skills. If you are investigating a topic for the term, then the cultural capital aspects of the scheme are perfect to link to the study of artists and their work in Art. The Colours unit links well here. Some units could be easily linked to PE, for example giving instructions in French/Spanish during lessons ('The Body' unit). Some units, such as learning about pets or parts of the body, or environmental issues in the weather unit support areas of study in Science. Through the use of songs, the scheme also links well to some aspects of the Music curriculum. In some units, such as 'Pets', children are introduced to some historical figures.			

End Points (Impact)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Through the Sparks units, children in KS1 will have learnt to say key words in French/Spanish. They will have started to link key words to create short phrases and ask and answer very simple questions about themselves in French/Spanish. The non-compulsory KS1 Sparks units will allow children to arrive in KS2 able to: ▶ enjoy listening to songs, stories, poems and rhymes in French/Spanish; ▶ identify some familiar words and short phrases; ▶ pronounce some familiar words; ▶ follow simple instructions.	Through the Lift Off units, children in LKS2 will have built a core French/Spanish vocabulary so that they can build sentences and take part in conversations to share information with others. They will have learnt some key aspects of Francophone/Hispanic culture. The LKS2 Lift Off units will allow children to arrive in UKS2 able to: ▶ listen carefully to identify familiar words and phrases; ▶ recognise and use a range of key vocabulary; ▶ join in with speaking activities with confidence; ▶ read familiar words, phrases and short sentences; ▶ write a few sentences using visual aids for support.	Through the In Orbit units, children in UKS2 will have developed the confidence to use a range of French/Spanish words and phrases accurately to share information orally and in writing. They will be ready to move on to secondary education with a good foundation of language learning. The UKS2, In Orbit units will allow children to arrive in secondary school able to: ▶ apply understanding of basic grammatical rules; ▶ understand key points and some detail in short written texts; ▶ use spoken language confidently to take part in a simple conversation; ▶ listen attentively to spoken French/Spanish for details and gist; ▶ write a short text on a familiar topic; ▶ use reference tools to help broaden vocabulary.			

