ST MARY'S CATHOLIC PRIMARY SCHOOL

Spanish Phonics Overview

Curriculum intent: Pupils build secure sound-spelling knowledge so that they can listen, speak, read and write Spanish with increasing accuracy, confidence and independence.

Progression of knowledge and application

Year	Core knowledge	Teaching and application	Pupils should be able to...
Year 3	Know the key phonemes represented by a, e, i, o, u, c, z, r, rr, g, j, ñ, d, b, v and y. Know that some vowels carry written accents. Know that the tilde over ñ changes n to the "ny" sound, as in años.	Explicitly hear, repeat, discriminate and reproduce individual sounds. Match sounds to graphemes; notice accents and the tilde in familiar words.	Read and pronounce familiar words accurately; identify key sounds in spoken and written words; copy and write words with the correct marks.
Year 4	Identify sounds created when key phonemes are linked within words and short phrases.	Blend phonemes and syllables; rehearse common sound combinations; apply accurate pronunciation when reading phrases and sentences aloud.	Decode and pronounce familiar combinations; distinguish similar sounds; read short phrases with improving accuracy and intonation.
Year 5	No new standalone phonics knowledge is specified. Consolidate and deepen the Year 3 and Year 4 knowledge.	Apply known phonics across a wider vocabulary, longer sentences, listening tasks, dialogue and independent writing.	Use sound-spelling links increasingly automatically; self-correct pronunciation; spell familiar vocabulary more accurately.
Year 6	Know that phonic knowledge can be applied to pronounce unfamiliar words correctly.	Use known grapheme-phoneme correspondences to decode unfamiliar vocabulary; check and refine pronunciation through listening and repetition.	Approach unfamiliar words confidently; make a plausible accurate pronunciation; speak and read aloud with increasing fluency and intonation.

Year 3 core sound-spelling correspondences

Letter(s)	Approximate sound	Spanish example	Teaching note
a, e, i, o, u	clear, short vowel sounds	casa, mesa, sí, sol, uno	Keep vowels pure and consistent; avoid English-style gliding.
c	k before a, o, u; th before e, i*	casa, cosa, cinco	*In most of Spain; often s in Latin America.
z	th*	zapato	*In most of Spain; often s in Latin America.
r / rr	tap / stronger rolled sound	pero / perro	Contrast the single r with the stronger rr.
g	hard g before a, o, u; throaty h before e, i	gato, goma, gigante	Model the change created by the following vowel.
j	strong breathy/throaty h	jardín	The sound is stronger than English h.
ñ	ny	años, niño	The tilde is essential: ñ is a distinct letter and sound.
d	soft d, especially between vowels	dedo, nada	Often lighter than an English d.
b / v	very similar b sound	bebé, vaca	In Spanish, b and v usually represent the same or very similar sound.
y	y; sometimes vowel-like at word end	yo, hay	Practise within whole words and phrases.
á, é, í, ó, ú	same vowel quality; marked stress	mamá, inglés, sí	An acute accent shows which syllable is stressed and must be copied accurately.

National Curriculum alignment by the end of Key Stage 2

Through this progression, pupils are taught to:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, continually improving the accuracy of their pronunciation and intonation;
- write at varying length for different purposes and audiences, using the grammatical structures they have learnt; and
- discover and develop an appreciation of a range of writing in Spanish.

Progression at a glance: Year 3 identify and reproduce sounds → Year 4 blend and link sounds → Year 5 consolidate and apply → Year 6 decode unfamiliar words independently.