

# Spanish: Progression of Skills



LKS2	Speaking	Listening	Reading	Writing	Grammar
Year 3	<ul style="list-style-type: none"> <li>• Repeat &amp; then recall from memory with good pronunciation and high accuracy</li> <li>• Build up a bank of core vocabulary that they can relate to and re-use</li> <li>• Short, spoken simple sentences integrating 1st person singular of high frequency verbs.</li> <li>• Basic phrases such as "hello" and "goodbye"</li> <li>• Key basic questions and answers such as "how are you?"</li> <li>• Learn through songs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand short passages of spoken language based on what they have been taught and match to pictures or words.</li> <li>• Listen to short familiar stories (e.g. Little Red Riding Hood) and songs and create story boards based on these.</li> </ul>	<ul style="list-style-type: none"> <li>• Hunt for key words in a sentence</li> <li>• Use puzzles, such as crosswords, to identify key nouns and articles.</li> <li>• Identify cognates (words that are similar in English and Spanish) and use this to decode simple written sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Missing letter filling exercises for taught vocabulary</li> <li>• Attempt to spell simple taught vocabulary from memory</li> <li>• Attempt to write short, simple sentences with article, noun and verb (e.g. "my name is..." or "I like chocolate") using supporting materials (e.g. a word bank)</li> <li>• Encourage pupils to challenge themselves by translating simple nouns and articles from short passages of written text.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of gender</li> <li>• Understand concept of nouns and articles.</li> <li>• To have better knowledge &amp; recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</li> </ul>

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Year 4	<ul style="list-style-type: none"> <li>Pupils build up a larger bank of spoken vocabulary.</li> <li>Nouns (definite, indefinite and/or partitive articles).</li> <li>Include verbs, adjectives and conjunctions in spoken sentences</li> <li>Say personal details about themselves</li> <li>Asking questions to keep a conversation going for longer</li> </ul>	<ul style="list-style-type: none"> <li>Understand short passages of spoken language based on what they've learnt, with some unfamiliar language woven in and use this to complete tasks</li> <li>Listen to familiar stories (e.g. Goldilocks and the Three Bears) and songs and decode meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand short passages based on learning.</li> <li>Decode short passages with language they are familiar with and apply learning to decode less familiar words</li> <li>Use familiar stories to expose to more language</li> </ul>	<ul style="list-style-type: none"> <li>Write full sentences with improved accuracy, including correct use of nouns, articles and verbs.</li> <li>Construct basic sentences and phrases using supporting materials.</li> <li>Demonstrate knowledge of correct word order</li> <li>Show a greater grammatical accuracy in written work, demonstrating an understanding of spelling changes based on gender or pluralisation of words.</li> <li>Write about themselves in more detailed sentences using previous knowledge.</li> <li>Write positive and negative sentences (e.g. "I do like...I don't like...").</li> <li>Use a dictionary to check spellings and meanings and to improve knowledge of genders.</li> <li>Create written sentences using 1st &amp; possibly 3rd person singular form and 1st &amp; possibly 3rd person plural form, incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.</li> <li>Translate short sentences from Spanish into English and from English into Spanish with good accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the use of possessives and first person</li> <li>Understand the concept of adjectives and how they change depending on gender and plurality of the noun.</li> <li>Use conjunctions/ connectives to improve sentence structure and length.</li> <li>Understand the use of the negative form and how to change the positive form into negative (e.g. I have...I don't have...).</li> <li>Introduce the concept of whole regular verb conjugation</li> </ul>

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UKS2	Speaking	Listening	Reading	Writing	Grammar
Year 5	<ul style="list-style-type: none"> <li>Pupils build up a larger bank of spoken vocabulary and recall quicker and more accurately.</li> <li>Nouns (definite, indefinite and/or partitive articles).</li> <li>Create longer and more complex spoken sentences, including verbs, adjectives and conjunctions and be able to ask questions to keep a conversation going.</li> <li>Speak about personal details, such as age and birthday.</li> </ul>	<ul style="list-style-type: none"> <li>Listen for longer and understand short passages of spoken language based on what they've learnt, with some unfamiliar language woven in and use this to complete tasks</li> <li>Listen to familiar stories (e.g. Goldilocks and the Three Bears) and songs and decode meaning using not only prior English knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand short passages based on learning.</li> <li>Decode short passages with language they are familiar with and apply learning to decode less familiar words</li> <li>Use familiar stories to expose to more language</li> <li>Use a dictionary to decode unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Write full sentences with improved accuracy, including correct use of nouns, articles and verbs.</li> <li>Construct basic sentences and phrases using supporting materials.</li> <li>Demonstrate knowledge of correct word order</li> <li>Show a greater grammatical accuracy in written work, demonstrating an understanding of spelling changes based on gender or pluralisation of words.</li> <li>Write about themselves in more detailed sentences using previous knowledge.</li> <li>Write positive and negative sentences (e.g. "I do like...I don't like...").</li> <li>Use a dictionary to check spellings and meanings and to improve knowledge of genders and to research untaught words to use in written work .</li> <li>Create written sentences using 1st &amp; possibly 3rd person singular form and 1st &amp; possibly 3rd person plural form, incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.</li> <li>Translate short sentences from Spanish into English and from English into Spanish with good accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the use of possessives and first person and possibly other forms too.</li> <li>Understand the concept of adjectives and how they change depending on gender and plurality of the noun.</li> <li>Use conjunctions/connectives to improve sentence structure and length.</li> <li>Understand the use of the negative form and how to change the positive form into negative (e.g. I have...I don't have...).</li> <li>Introduce the concept of whole regular verb conjugation</li> </ul>

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UKS2	Speaking	Listening	Reading	Writing	Grammar
Year 6	<ul style="list-style-type: none"> <li>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation.</li> <li>Able to recall chunks of appropriate language rather than simply just nouns with their appropriate articles.</li> <li>Speak a wider range of sentences more fluently</li> <li>Using what they know across topics</li> <li>Be able to speak in the 1<sup>st</sup> person and the 3<sup>rd</sup> person singular and plural</li> <li>Engage in longer conversations across more topics</li> <li>Give a positive and negative opinion</li> </ul>	<ul style="list-style-type: none"> <li>Listen for longer periods of time more frequently and understand longer and more complex passages of spoken language based on what they've been taught and with more unfamiliar language woven in.</li> <li>Use skills to "gist" listen and decode unknown target language.</li> <li>Listen to and understand more authentic foreign material at near native speed.</li> </ul>	<ul style="list-style-type: none"> <li>Read longer passages of text with more unfamiliar language, covering a wider range of themes</li> <li>Become confident in using a dictionary to decode passages of texts with unfamiliar language.</li> <li>Read age-appropriate passages of authentic Spanish texts and understand words and meaning (even if only "gist" understanding)</li> </ul>	<ul style="list-style-type: none"> <li>Write longer passages of text including nouns, articles and verbs, adding adjectives, opinions and justifications using supporting materials (e.g. word banks).</li> <li>Extend sentences and make them more interesting by using conjunctions, opinions and justifications.</li> <li>Encourage pupils to produce written work from memory with support.</li> <li>Use a dictionary with more ease and frequency to check meaning and spelling of words and to research words to be used in written text.</li> <li>Write from memory about themselves and others (using both 1st person and 3rd person format), incorporating a greater variety of verbs (both regular and irregular).</li> <li>Translate longer sentences and short passages from Spanish into English with high accuracy and from English into Spanish with good accuracy.</li> <li>Use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations.</li> <li>Challenge pupils to translate passages of written text on an unfamiliar topic.</li> <li>Describe people, places and feelings in the written form.</li> </ul>	<ul style="list-style-type: none"> <li>Use opinions and justifications</li> <li>Give positive and negative opinions (such as what they like or don't like) and explain why.</li> <li>Be introduced to the concept of whole irregular verb conjugation.</li> </ul>