

## Spanish Progression across KS2

| National Curriculum Objectives |                                                                                                                                        | Stage 1<br>(Y3)                                                                                                                                          | Stage 2<br>(Y4)                                                                                                                                                                                          | Stage 3<br>(Y5)                                                                                                                                                                                                        | Stage 4<br>(Y6)                                                                                                                                                                                                                             |
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| Listening and Comprehension    | <i>listen attentively to spoken language and show understanding by joining in and responding</i>                                       | Can understand a few familiar spoken words and phrases<br><br><b>Refer to Key Phrases documents and sound files in Year Group folder and on OneDrive</b> | Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases<br><br><b>Refer to Key Phrases documents and sound files in Year Group folder and on OneDrive</b> | Can understand the main points from a series of spoken sentences (including questions) – may require some repetition<br><br><b>Refer to Key Phrases documents and sound files in Year Group folder and on OneDrive</b> | Can understand the main points and some detail from a short spoken passage with comprising of familiar language (cognates, near-cognates)<br><br><b>Refer to Key Phrases documents and sound files in Year Group folder and on OneDrive</b> |
|                                | <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>          | <ul style="list-style-type: none"> <li>▪ o</li> <li>▪ v</li> <li>▪ j</li> <li>▪ z</li> <li>▪ ce/za</li> <li>▪ va/ju</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ o/z</li> <li>▪ ía/qui</li> <li>▪ vei/ie</li> <li>▪ i/illa</li> <li>▪ cuá</li> <li>▪ qué/hace</li> </ul>                                                         | <ul style="list-style-type: none"> <li>▪ oi</li> <li>▪ ce/ci</li> <li>▪ qué/quien/cuál</li> <li>▪ ver/hay</li> <li>▪ ci/illi</li> <li>▪ ve/va/ju</li> </ul>                                                            | <ul style="list-style-type: none"> <li>▪ voy/jue</li> <li>▪ mi/vi/ñ</li> <li>▪ ñ/me</li> <li>▪ ch/vur</li> <li>▪ consolidation and application</li> </ul>                                                                                   |
| Speaking                       | <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> | Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker                                              | Can ask and answer simple questions and give basic information.<br><br>Can pronounce familiar words and some new words accurately                                                                        | Can ask and answer simple questions on several topics and can express opinions.<br><br>Can take part in brief pre-prepared tasks such as short presentations and role plays.                                           | Can take part in a simple conversation and can express simple opinions.<br><br>Generally accurate pronunciation (to a sympathetic native speaker)                                                                                           |
|                                | <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>                                            |                                                                                                                                                          |                                                                                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                             |

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|                           | <i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>                       |                                                                                                                                                        |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |
|                           | <i>Present ideas and information orally to a range of audiences</i>                                                                                                  |                                                                                                                                                        |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |
| Reading and Comprehension | <i>Read carefully and show understanding of words, phrases and simple writing</i>                                                                                    | Can recognise and read out a few familiar words and phrases<br><br><a href="#">Refer to Key Phrases documents in Year Group folder and on OneDrive</a> | Can understand simple written phrases.<br><br>Can match sounds to familiar written words<br><br><a href="#">Refer to Key Phrases documents in Year Group folder and on OneDrive</a> | Can understand the main point(s) from a short written passage in clear printed script<br><br>Can use bilingual dictionaries independently<br><br>Can apply phonic knowledge to find, understand and/or produce spoken and written words<br><br><a href="#">Refer to Key Phrases documents in Year Group folder and on OneDrive</a> | Can understand the main points and simple opinion of a longer written passage (eg. Letter, recipe, poem, story, an account)<br><br>Can use a bilingual dictionary to access unfamiliar language.<br><br><a href="#">Refer to Key Phrases documents in Year Group folder and on OneDrive</a> |
|                           | <i>Appreciate stories, songs, poems and rhymes in the language</i>                                                                                                   |                                                                                                                                                        |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |
|                           | <i>Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> |                                                                                                                                                        |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             |
| Writing                   | <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>                                                                  | Can write or copy a few simple words or symbols as an emergent writer of the target language                                                           | Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood                                     | Can write two or three short sentences as a personal response using reference materials or with support<br><br>Attempts to use accurate nouns and adjectives and shows awareness of the                                                                                                                                            | Can write a short text attempting to use accurate nouns, adjectives and some commonly used and regular verbs in the <b>present tense</b> on a familiar topic using reference materials, or support if needed                                                                                |

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|  | <b>Describe people, places, things and actions orally and in writing</b>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                              | use of and conjugation of some commonly used and regular verbs in the <b>present tense</b>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>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 patters of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</b> | <ul style="list-style-type: none"> <li>➤ Recognising and answering a question</li> <li>➤ Recognising and understanding simple commands</li> <li>➤ Recognising nouns</li> <li>➤ Beginning to recognise masculine/feminine nouns</li> <li>➤ Practicing forming and structuring a polite response</li> </ul> | <ul style="list-style-type: none"> <li>➤ Masculine and feminine nouns</li> <li>➤ Recognising and using commands</li> <li>➤ Recognising and using “there is/are”</li> <li>➤ Identifying adjectives</li> <li>➤ Recognising and using “I have”</li> <li>➤ Identifying and producing singular and plural forms of nouns</li> <li>➤ Identifying verbs in simple present tense sentences</li> <li>➤ Polite requests – “I would like...”</li> </ul> | <ul style="list-style-type: none"> <li>➤ Asking and answering simple questions about someone else (3<sup>rd</sup> person singular)</li> <li>➤ Explore conjunctions to create extended sentences</li> <li>➤ Verb “to have” – present tense</li> <li>➤ Verb “to be” – present tense</li> <li>➤ Verb “to wear” – present tense</li> <li>➤ Adjectival agreement with nouns</li> <li>➤ Writing independently extended sentences</li> <li>➤ Using the modal verb structure: “You can + verb”</li> </ul> | <ul style="list-style-type: none"> <li>➤ Explore time phrases</li> <li>➤ Extended sentences with conjunctions and opinions</li> <li>➤ Verb “to have” and “to be”</li> <li>➤ Adjectival agreement with nouns</li> <li>➤ Verb “to play” – present tense</li> <li>➤ Expressing likes and dislikes with nouns and verbs</li> <li>➤ Descriptive sentences using 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person (regular present tense only)</li> </ul> <p>Consolidation of prior learning:<br/>➔ Nouns, adjectives, verbs, questions and answers</p> |