

St George's Central CE Primary School and Nursery

Progression in Spanish

Knowledge – Grammar	
Year 3/Year 4	Year 5/Year 6
<ul style="list-style-type: none"> Understand some basic grammar appropriate to the language being studied including gender (masculine/feminine) and nouns (singular/plural). Understand word order of adjectives and nouns. Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. Understand that high frequency adjectives (e.g. colour and size) must be placed in the correct order and see that endings can change according to gender of the nouns they describe. Begin to understand how to conjugate the verbs 'vivir' and 'tener' in the 1st, 2nd and 3rd person present tense. 	<ul style="list-style-type: none"> Understand the word order for familiar adjectives. Understand the need to adapt endings to familiar adjectives with increasing accuracy. Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense. Understand how to form the negative in simple sentences. Understand the importance of gender in singular and plural nouns. Begin to show some understanding of future tense in spoken and written work. Understand how to use high frequency adjectives with reasonable accuracy ie. word order and endings Understanding conjugation of at least five familiar verbs in the present tense.
Knowledge – Intercultural understanding	
Year 3/Year 4	Year 5/Year 6
<ul style="list-style-type: none"> Know where Spain is on a world map or globe. Know the capital of Spain and other main cities. Know that Spanish is spoken in countries other than Spain and knows the names of some other Spanish speaking countries. 	<ul style="list-style-type: none"> Know what the climate of Spain is like and that this can vary across the country. Show an increasing understanding of Spanish customs, traditions, foods, clothing and pastimes. Understand what currency is used in Spain.
Skills – Speaking	
Year 3/Year 4	Year 5/Year 6
<ul style="list-style-type: none"> Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self, e.g. name and age, birthday. Begin to speak simple words and phrases aloud showing phonological awareness. Use a wider range of familiar nouns and adjectives to talk about themselves, animals, characters e.g. I have brown eyes and I have two sisters. Ask and answer questions using a wider range of question forms. Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences. Speak simple words and phrases aloud showing phonological awareness. 	<ul style="list-style-type: none"> Give simple instructions and directions e.g. directions to a place, the route to school. Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk. Use simple conjunctions so that they can create more complex sentences. Present short sections of spoken information confidently showing phonological and grammatical awareness. Understand and use numbers in context e.g. saying the year, telling the time, money. Understand and use transactional language e.g. in a shop. Give a description e.g. of a town, geographical features in a country. Express and justify opinions e.g. I like netball because it's fun. Use spoken language confidently to initiate and sustain a simple conversation.

'Never settle for less than your best'

	<ul style="list-style-type: none"> • Present orally simple information on a familiar topic to the class with confidence and accuracy, demonstrating phonological and grammatical awareness. • Use peer- and self-assessment strategies to support language learning. • Use a range of questions and statements spontaneously to seek clarification and help. • Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.
Skills – Listening	
Year 3/Year 4	Year 5/Year 6
<ul style="list-style-type: none"> • Use a gesture to identify specific words when listening to songs and playing games. • Understand and respond to simple classroom instructions. • Pick out phonemes, words and phrases in songs, stories and rhymes. • Understand numbers to 31 e.g. in dates, ages and numeracy activities. • Listen to short sections of spoken language, deciphering meaning and answering questions. 	<ul style="list-style-type: none"> • Identify key points in a new context e.g. numbers in the context of money, which contains familiar language. • Understand higher numbers e.g. in prices, numeracy activities. • Follow instructions and simple directions (eg. Left and right). • Enjoy the challenge of deciphering unfamiliar spoken language. • Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions. • Understand that some sounds and letter combinations need to be said and written differently from in English. • Listen to spoken foreign language for details and gist. Identify key points and some detail. • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. • Follow a wide range of classroom instructions.
Skills – Reading	
Year 3/Year 4	Year 5/Year 6
<ul style="list-style-type: none"> • Read and understand familiar nouns e.g. parts of the body, animals, some simple adjectives e.g. size, colour and a few high frequency verbs e.g. I have, I am. • Read aloud familiar words and phrases from songs and rhymes with reasonable accuracy. • Show awareness of sound-spelling links. • Read and understand familiar written words, phrases and short texts made of simple sentences. • Read a range of words, phrases and sentences aloud using appropriate expression. • Follow text while listening and reading at the same time. • Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation. 	<ul style="list-style-type: none"> • Read a variety of short simple texts in different formats and in different contexts. • Enjoy the challenge of working out the meaning of unfamiliar language. • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation, good intonation and expression. • Apply phonic knowledge when meeting new words. • Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. • Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • Understand key points and some detail in short written texts in familiar contexts and be able to respond to this in Spanish. • Understand key points in short written texts in unfamiliar contexts. • Find the meaning of new words by using a bilingual dictionary.

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Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Skills – Writing

Year 3/Year 4

- Write some familiar simple words and phrases using a model and some from memory.
- Write a short text using a model.
- Write a few simple sentences from memory.
- Apply phonic knowledge to support writing.

Year 5/Year 6

- Write three or four sentences using word/phrase bank.
- Write more interesting sentences by adding one or two simple conjunctions.
- Personalise a text by changing one or two elements.
- Use a bilingual dictionary and word banks to check spelling.
- Attempt to write two or three sentences from memory using familiar language.
- Write sentences and construct short texts using a model.
- Write a few sentences from memory, using knowledge of words, text and structure.
- Use adjectives to add interest and detail to a description.
- Use some simple adverbs to make sentences more interesting.
- Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.
- Write in a way that reflects understanding of grammatical awareness, including gender of nouns, forming the plural, word order, agreement of high frequency adjectives.
- Use peer and self-assessment strategies to support language learning.

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