



Progression of Skills in Spanish

	Year 3	Year 4	Year 5	Year 6
Listening and speaking / Oracy	<p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 		<p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in Spanish; c listen and understand the main points and some detail from short, spoken material in Spanish. 	
	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 		<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts. 	
	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 		<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses. 	
	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and 		<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly 	

	<p>pronounce when modelled;</p> <p>c adapt intonation to ask questions or give instructions;</p> <p>d show awareness of accents; begin to pronounce words accordingly.</p>	<p>confidently when pronouncing words;</p> <p>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</p> <p>d adapt intonation, for example to mark questions and exclamations.</p>
	<p>Children present ideas and information orally to a range of audiences. Children can:</p> <p>a name nouns and present a simple rehearsed statement to a partner;</p> <p>b present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</p>	<p>Children present ideas and information orally to a range of audiences. Children can:</p> <p>a manipulate familiar language to present ideas and information in simple sentences;</p> <p>b present a range of ideas and information, using prompts, to a partner or a small group of people;</p> <p>c present a range of ideas and information, without prompts, to a partner or a group of people.</p>
	<p>Children describe people, places, things and actions orally. Children can:</p> <p>a say simple familiar words to describe people, places, things and actions using a model;</p> <p>b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</p> <p>c say one or two short sentences that may contain an adjective to describe people, places, things and actions</p>	<p>Children describe people, places, things and actions orally. Children can:</p> <p>a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</p> <p>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</p> <p>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</p>
	<p>Children read carefully and show understanding of words, phrases and simple writing. Children can:</p> <p>a read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words.</p>	<p>Children read carefully and show understanding of words, phrases and simple writing. Children can:</p> <p>a read and show understanding of simple sentences containing familiar and some unfamiliar language;</p> <p>b read and understand the main points from short, written material;</p> <p>c read and understand the main points and some detail from short, written material.</p>
	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can:</p> <p>a use strategies for memorisation of vocabulary;</p> <p>b make links with English or known language to work out the meaning of new words;</p> <p>c use context to predict the meaning of new words;</p>	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children can:</p> <p>a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</p> <p>b use a bilingual dictionary to identify the word class;</p> <p>c use a bilingual paper/online dictionary to find the meaning of</p>

<p>Reading and writing / Literacy</p>	<p>d begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English.</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; show awareness of accents; begin to pronounce words accordingly. 	<p>unfamiliar words and phrases in Spanish and in English.</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>Children describe people, places, things and actions in writing. Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions 	<p>Children describe people, places, things and actions in writing. Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>Stories, songs, poems and rhymes</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
<p>Grammar</p>	<p>Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English; d use the present tense of some high frequency verbs in the third person singular; e use a simple negative form; f show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; g recognise and use the first person possessive determiners (mi, mis); h recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; i conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement; j use simple prepositions in their sentences; k use the verb 'ser' in the present tense in the third person singular and plural; l use the present tense of the verb 'estar' in a set phrase to introduce singular and plural nouns; use the present tense of the verb 'gustar' in the first person singular with singular and plural nouns. 	<p>Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement; g use the verb 'estar' to locate places, things or people; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; j recognise and use the first and third person singular possessive determiners (mi, mis, su, sus); k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.