

## Skill Progression – Spanish

Menu	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> <li>• Listen and respond to sound patterns and words.</li> <li>• Listen attentively and understand instructions, everyday classroom language and praise words.</li> <li>• Listen attentively and show understanding by joining in and responding.</li> <li>• Follow a short familiar text listening and reading at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for specific words and phrases</li> <li>• Listen for sounds, rhyme and rhythm eg. rhymes, letters, phonemes, words.</li> <li>• Follow a short familiar text listening and reading at the same time.</li> <li>• Listen to and join in with stories, songs and poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences; join in to show understanding.</li> <li>• Listen to longer passages of familiar language and identify specific details</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and understand the main points and simple opinions in a spoken story, song or passage</li> <li>• Understand longer and more complex phrases or sentences</li> <li>• Listen to and understand the gist of spoken passages.</li> <li>• Listen to and understand a range of types of text from different sources, e.g. fiction, description, poetry, information, instructions</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> <li>• Imitate pronunciation and intonation so that others can understand.</li> <li>• Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>• Pronounce accurately the most commonly used characters, letters and letter strings.</li> <li>• Ask and answers questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions on several topics.</li> <li>• Develop and perform simple role plays.</li> <li>• Read some familiar words and phrases aloud and pronounce them accurately.</li> <li>• Pronounce letter strings, words and phrases accurately with good pronunciation.</li> <li>• Speak with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts.</li> <li>• Understand and express simple opinions.</li> <li>• Prepare a short presentation on a familiar topic.</li> <li>• Focus on correct pronunciation and intonation.</li> <li>• Ask and answer questions on several topics.</li> <li>• Use tone of voice and gesture to help to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform to an audience - present a short piece of narrative either from memory or by reading aloud from text.</li> <li>• Use spoken language confidently to initiate and sustain conversations and to tell stories.</li> <li>• Speak with increasing spontaneity.</li> <li>• Initiate and sustain conversations and tell stories.</li> </ul>

<p>Reading</p>	<ul style="list-style-type: none"> <li>• Recognise some familiar words in written form.</li> <li>• Understand words displayed in the classroom.</li> <li>• Identify and read simple words.</li> <li>• Read and understand simple messages.</li> <li>• Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> <li>• Read aloud a familiar sentence, rhyme or poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand a range of familiar written phrases.</li> <li>• Follow a short familiar text, listening and reading at the same time.</li> <li>• Make links between spoken and written words.</li> <li>• Read some familiar words and phrases aloud and pronounce them accurately, eg. numbers, days, weather.</li> <li>• Apply phonic knowledge of the foreign language in order to decode text.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read frequently a variety of short texts.</li> <li>• Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.</li> <li>• Develop strategies for understanding new words in familiar material including using a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some detail from a short written passage - read and respond to e.g. an extract from a story, an e-mail message or song.</li> <li>• Identify different text types and read short, authentic texts for enjoyment or information.</li> <li>• Read and understand the gist of a familiar news story or simple magazine article.</li> <li>• Develop strategies for understanding new words in familiar material including using a dictionary.</li> </ul>
<p>Writing</p>	<ul style="list-style-type: none"> <li>• Experiment with the writing of simple words.</li> <li>• Write some single words from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple words and phrases using a model and some words from memory - Write labels for work on wall displays and in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Write words, phrases and short sentences, using a reference source.</li> <li>• Make simple sentences and short texts.</li> <li>• Understand that the order of words in a sentence influences the meaning.</li> <li>• Make a sentence using single word cards.</li> <li>• Make a short text using word and phrase cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences on a range of topics using a model.</li> <li>• Write phrases from memory and adapt these to make new sentences.</li> <li>• Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.</li> <li>• Be able to write at varying length, for different purposes and audiences.</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>• Develop an awareness of word order.</li> <li>• Develop an awareness of the place of the adjective in the sentence.</li> <li>• Nouns</li> <li>• Gender</li> <li>• Singular and plural forms.</li> <li>• Recognise and use high frequency verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Question words.</li> <li>• Develop an awareness of the place of the adjective in the sentence.</li> <li>• Nouns</li> <li>• Gender</li> <li>• Singular and plural forms.</li> <li>• Recognise and use high frequency verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple adverbs of time (time phrases including O'clock)</li> <li>• Question words.</li> <li>• Develop an awareness of verb patterns.</li> <li>• Conjugate regular high frequency verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal pronouns.</li> <li>• I, you, he, she, it, we, they.</li> <li>• Develop an awareness of verb patterns.</li> <li>• Conjugate regular high frequency verbs.</li> <li>• Conjugate some basic high frequency irregular verbs.</li> <li>• Begin to use adjectival agreements with accuracy.</li> </ul>

