



## Spanish Skills Progression

Our curriculum is built on developing core skills using our knowledge and understanding of the world as a context for speaking Spanish.

Our curriculum is progressive, building on previous knowledge, understanding and skills.

CORE SKILLS	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Can understand a few familiar spoken words and phrases.	Can understand a few familiar spoken words and phrases.	Can understand the main points from a series of spoken sentences (including questions). May require some repetition.	Can understand the main points and some detail from a short, spoken passage comprising of familiar language.
<b>Phonics (Listening)</b>	Can identify specific phonemes.	Can identify specific sounds, phonemes, words. Can listen for sounds rhyme and rhythm in songs and rhymes.	Can identify specific sounds phonemes and words. Can recognise and respond to sound patterns and words	See speaking
<b>Speaking</b>	Can say/repeat a few short words and phrases and would be understood by a native speaker.	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions on several topics and can express opinions. 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 Can identify specific sounds/phonemes and words using generally accurate pronunciation (to a sympathetic native speaker).
<b>Reading</b>	Can recognise and read out a few familiar words and phrases.	Can understand simple written phrases. Can match sounds to familiar written words.	Can understand the main points from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find understand and/or produce spoken and written words.	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) Can use a bilingual dictionary to access unfamiliar language
<b>Writing</b>	Can write a few simple words or phrases or symbols as emergent	Can spell some familiar written words and phrases accurately and can write	Can write two or three short sentences as a personal	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and

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	writers of target language.	simple sentences with limited mistakes so the message is understood.	response, using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense	regular verbs in the present tense on a familiar topic using reference materials and support if necessary	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- use question forms</li> <li>- begin to explore nouns</li> <li>- identify and understand commands</li> </ul>	<ul style="list-style-type: none"> <li>- nouns/ gender and in singular and plural</li> <li>- begin to explore agreement of adjectives</li> <li>- understand and use the question form <i>Have you...?</i> and give a positive/ negative response <i>I have/ haven't</i></li> <li>- construct simple sentences using nouns, verb (to be) and an adjective</li> </ul>	<ul style="list-style-type: none"> <li>- use verbs in the 3<sup>rd</sup> person to describe someone</li> <li>- explore the verb <i>to be</i> in the present tense</li> <li>- explore and practice a regular present tense – <i>to wear</i></li> <li>- explore and practise the present tense verb <i>to have</i></li> <li>- practise accurate use of the adjectives in agreement with nouns</li> </ul>	<ul style="list-style-type: none"> <li>- revisit (extend) and explore the use of conjunctions</li> <li>- understand and use time phrases to give 'o'clock' times</li> <li>- explore and practise a regular present tense verb <i>to play</i></li> <li>- explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences</li> </ul>	
<b>Phonics</b>	<b>Aut 1</b>	ll – llamo, amarillo	je - tijeras	il – fácil, útil ido – sorprendido, confundido	or/ora – professor/ profesora, autor/ autora, doctor/ doctora
	<b>Aut 2</b>	bre – diciembre, octubre ju – julio, junio	cuen – cuenta, encuentra ci – cine, farmacia, ciudad	qui – quisiera, izquierda	ci – cocina, habitación ca – casa, cama
	<b>Spr 1</b>	o – gato, perro, caballo j – conejo, pájaro, oveja	á – papá, mama za - cabeza	ie – cien, diez, pimienta, tienes	ción - natación
	<b>Spr 2</b>	ce – catprce. quince ie – dieciséis, diecisiete	ra – brazo, gira, estira	za – zapatos da – sandalias, falda	ido – rapido, aburrido, divertido
	<b>Sum 1</b>	ja - naranja	gre – tigre ji - jirafa	io – Mercurio, Espacio	que – quesos, croquetas, querías
	<b>Sum 2</b>	z – zumo, manzana vi – vivo, vives	ce – hace, Barcelona vai - vainilla	re – arena, crema	ñ – añade, cumpleaños, castaño v – vivo, creative, divertido

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