

St Gregory's Catholic Primary School
Spanish Progression of Skills Document



Year 3 - Progression of Skills – Spanish		
Year 3 Skills and Knowledge of Spanish	Context of Learning in Spanish	Arriving in Year 4 pupils should be able to in Spanish ...
<p><u>Listening</u> To listen to and respond to familiar spoken words and phrases that they have been taught.</p> <p><u>Speaking</u> Communicate/ have a conversation with others using simple words, phrases and short sentences in line with the units taught e.g. Hola! Unit – introduction. Explore the patterns and sounds of language to ensure understanding and correct pronunciation.</p>	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Identifying words and phrases in a simple story, song, poem etc. ● Identify and recognise numbers 1-20 through games, matching activities and understanding the concept through listening to words called out e.g. bingo ● Simple classroom instructions to be understood e.g. uno, dos, tres ojos a mi – uno, dos, tres ojos a ti – words and actions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> ● Using and understanding simple greetings e.g. hola, como estas, adios. ● Being able to ask and answer simple/basic questions about themselves e.g. name, age, birthday ● Discuss and express simple likes and dislikes e.g. food, music, drink 	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Enjoyment of songs and stories and poems in order to enhance chn's language skills through listening to a native speaker. ● Recognise numbers up to 20 with confidence and identify them when they are spoken. Understand how their birthday is written and spoken. ● Follow simple classroom instructions. – gaining class attention, pencils down, give out the books etc. <p><u>Speaking</u></p> <ul style="list-style-type: none"> ● To have a sense of enjoyment and to take risks when learning a new language and to understand how the sounds may sound the same / different and the different mouth movements. ● Pronounce the very familiar language by using good intonation and pronunciation ● Ask and answer questions on limited and basic topics such as their name, where they live, their school, birthday. Practised regularly throughout topics.

St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Reading</u></p> <p>Recognise and understand some familiar words and phrases where they have been written down. Begin to show awareness of the sounds that can be seen in words e.g. ch, ll, enye, a, e, l, o, u</p> <p><u>Writing</u></p> <p>Write some familiar words and phrases, some from memory and others being modelled to them.</p>	<p><u>Reading</u></p> <ul style="list-style-type: none">● Read and understand familiar nouns and words e.g. parts of the body , animals and colours. Begin to understand simple adjectives.● Read aloud familiar words and phrases from story books, poems, rhymes. <p><u>Writing</u></p> <ul style="list-style-type: none">● Chn should be able to write simple sentences using a model for support name and age or animals that they have made that they can describe and write about.● Complete a very simple text in writing.	<ul style="list-style-type: none">● Express likes and BEGIN to express dislikes where appropriate. <p><u>Reading</u></p> <ul style="list-style-type: none">● Identifying familiar words in a short text, verse of a poem or a song, translating 2 or 3 basic sentences into English.● Read aloud as a class or a group, chorus or refrain text which has been displayed in some capacity.● Read aloud and understand a simple and basic conversation with a partner and use familiar language which has previously been learnt. <p><u>Writing</u></p> <ul style="list-style-type: none">● Complete a simple text by adding three or four familiar words.● Write 2 or 3 sentences of a familiar topic using a frame or a bank.● Begin to write a few familiar words from memory and to know that all attempts of writing will be valued and understood.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



Grammar

Understand SOME basic grammar appropriate for the Spanish being taught:

Gender – el ,la, - masculine and feminine
Word order in sentences (the opposite of English – swapped over)
How to form the negative – dislikes – no/mal

Grammar

- Match definite and indefinite to familiar nouns e.g. fruits, vegetables
- Use picture cards to build up a description sentence e.g. a red dog, a yellow banana
- Begin to understand how the negative is formed e.g. make picture card sentence, draw picture sentences.
- Make human sentences and explain how we can move the words to get the sentence that is grammatically correct.

Grammar

- Notice how the definite and indefinite articles (el, la, las, los) change depending on the gender of the given noun.
- Differences in word order – begin to understand how they differ to the English language.
- Begin to form the negative.

St Gregory's Catholic Primary School
Spanish Progression of Skills Document



Year 4 Progression of Skills – Spanish		
Year 4 Skills and Knowledge of Spanish	Context of Learning in Spanish	Arriving in Year 5 pupils should be able to in Spanish ...
<p><u>Listening</u></p> <p>Listen to specific phonemes, words and phrases in Spanish</p> <p><u>Speaking</u></p> <p>Communicate by asking and answering a wider range of questions and presenting sort pieces of information.</p> <p>Explore patterns and sounds in Spanish to support their development and pronunciation of basic words and phrases. Focusing on intonation when needed e.g. when accents are needed.</p>	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Pick out sounds, words and phrases in songs, rhymes and poems. ● Understand higher numbers in multiples e.g. dates, numeracy, activities and telling the time. ● Listen to up to 3 sentences to practise their listening with up to 3 simple sentences – listening to speakers, class teacher, sound clips. ● Respond to a wider range of classroom instructions – still simple. <p><u>Speaking</u></p> <ul style="list-style-type: none"> ● Use a range of familiar NOUNS and ADJECTIVES to talk about themselves, animals, story characters ● Ask and answer questions using a wide range of forms e.g. the time, the date, food and hobbies. Ask for help in the classroom when needed in order to help them understand. ● Show and explain what they like 	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Continue the enjoyment of listening to songs, rhymes, stories. ● Recognise numbers 1-31 and multiples of 10 up to 100. This can then be applied to work out the answers to calculations to their year group. ● Listen to and understand a short text and answer questions simply. ● Respond to a wide range of classroom instructions – with some scaffold. <p><u>Speaking</u></p> <ul style="list-style-type: none"> ● Show willingness to join in with speaking activities and show some levels of confidence. ● Recall simple vocab such as; colours, body parts, animals and use this information to begin to build up sentences using this information. ● Begin to use conjunctions e.g. and – y ● Use the negative e.g. I don't like

St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Reading</u></p> <p>Read and understand familiar written words and phrases and short texts made up of simple sentences.</p> <p>Read a wider range of words and phrases out loud with a partner.</p> <p>Follow a text when it is being read out loud or follow with a partner.</p> <p>Supply phonetic knowledge to support reading and to read basic words and phrases by using this skill and to focus on pronunciation.</p>	<p><u>Reading</u></p> <ul style="list-style-type: none">● Chn will be able to identify and understand key words/phrases after answering SIMPLE questions e.g ¿Cuantos animals hay? (How many dogs are there?)● Follow a simple/basic text by following it while it is being read out loud.● Create sentences by using phrases and joining them together e.g. with a joining word.● Use phonetic techniques and strategies to work out how to read new words and show understanding.	<ul style="list-style-type: none">● Ask and answer questions in the 1st, 2nd, 3rd person.● Beginning to make use of pronouns.● Recite some lines from a story, poem or song with good pronunciation.● Short presentation in small groups or in a pair about a given topic Support offered to scaffold. <p><u>Reading</u></p> <ul style="list-style-type: none">● Show understanding of a simple text by using VERY familiar words and phrases and extract the information in order to answer questions in a basic manner in Spanish.● Follow a text while it is being read out loud by teacher or my peers.● Read familiar words out loud and use their phonetic awareness to read new words and focus on pronunciation and dictation. Know that accents are used to change the intonation and pronunciation of the words.● BEGIN to use a Spanish/English dictionary to find the spellings of words and also the meanings of new words.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Writing</u></p> <p>Write a short and very simple text using a model to support. Write simple sentences from memory and using phonetic awareness. Use phonetic awareness to support writing and the spelling of words.</p> <p><u>Grammar</u></p> <p><u>Understand SOME basic grammar within their Spanish learning:</u></p> <p>Use of gender – masculine and feminine - plural and singular - el/la, , los/las, ellos/ellas Verbs in the 1st, 2nd and 3rd person. Forming the negative e.g. no me gusta...</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ● Use a word bank to support the writing of some simple and basic sentences. Done through group support in discussions. Use of the dictionaries also. This then needs to be applied to description e.g. describing a setting, clothing, people etc. ● Showing willingness to write and experiment with new words and phrases and use these within their own writing. <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● Matching games and activities to support their understanding of definite and indefinite articles (use of the knowledge of masculine and feminine) use of words, photos, pictures. ● Use adjectives and place them in the correct order depending on the use of the information in the sentence. ● BEGIN to show a basic understanding of the 1st, 2nd and 3rd person in the present tense and use it within questions and to answer questions. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> ● Chn should be able to use word banks and supported writing frames, this will then support their own writing and develop confidence. ● <u>Beginning</u> to show an understanding of using pronouns in the written form. ● Show willingness to write more than two simple sentences. ● Use knowledge of the phonetic skills in order to support the spelling of new words and phrases. <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● Understand that the use of the definitive/indefinite article changes depending on the gender .e.g masiuline or feminine and singular or plural . ● Show an understanding that the adjectives in a sentence need to be placed in the correct order and that the endings of the word will depend on the gender e.g. la/el ● Begin to form the negative when answering basic questions ● Ask and answer questions in the 1st, 2nd and 3rd person ● Use of pronouns – very basic and beginning to show an awareness.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



Year 5 Progression of Skills – Spanish		
Year 5 Skills and Knowledge of Spanish	Context of Learning in Spanish	Arriving in Year 6 pupils should be able to in Spanish ...
<p><u>Listening</u></p> <p>Listen attentively and understand a greater number of sentences, using more complex words and phrases.</p> <p><u>Speaking</u></p> <p>Use familiar/specific vocabulary to take part in conversations. Use simple/basic conjunctions to build a wider range of sentences Understand and express opinions (very basic e.g. me gusta...no me gusta...) Explore the patterns and the sounds in the language that is used. Correct use of pronunciation and intonation (link to the use of accents and where to apply them).</p>	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Identify and show an understanding of familiar language in a context e.g. a story, a poem, song lyrics, non-fiction ● Show understanding of higher numbers and have the ability to listen and respond. ● Follow simple instructions and directions e.g. follow a recipe, follow simple directions being read and given. ● Recognise letters of the alphabet/sounds in the Spanish language to support them with their reading and writing. <p><u>Speaking</u></p> <ul style="list-style-type: none"> ● When needed can to ask for support and clarification e.g. can you help me? How is that written? How can I improve my work? ● Give SIMPLE instructions and directions ● Begin to understand and express future intentions e.g. I am going.... 	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Begin to show a willingness to develop their confidence in listening to a longer piece of text with familiar and unfamiliar word and pick out the key vocab/information/points. ● Recognise the sounds of the Spanish language in words that are familiar and those which are unfamiliar. ● Show a great enjoyment in developing an understanding of discovering new words and applying them into their work. <p><u>Speaking</u></p> <ul style="list-style-type: none"> ● Show a greater confidence in using familiar words and phrases and see out support when needed to show subject development. ● Pronounce and use the alphabet with significant confidence. ● Make the use of simple conjunctions so that their sentences have a more complex feel e.g. y – and, porque – because

St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Reading</u></p> <p>Read a variety of basic and simple text in different formats and genres. Focus on the correct pronunciation and intonation, thinking about the tone of voice and gestures to convey meanings when reading aloud.</p>	<ul style="list-style-type: none">● Show enthusiasm to take parts in conversations e.g showing likes and dislikes and explaining preferences too. <p><u>Reading</u></p> <ul style="list-style-type: none">● Reading aloud poems and short pieces of text in order to perform them and read them out loud to an audience.● Read a variety of short and simple texts e.g. poems, short stories, song lyrics, texts from different sources on the internet, non fiction texts, letters from the pen pals partner school scheme.	<ul style="list-style-type: none">● Have the vocabulary/have access to the vocabulary that they wish to use in order to express their opinions.● BEGIN to understand the use of the future tense when they are speaking/when they are spoken to.● Perform a roleplay, recite a short poem or a small piece of text with confidence and their accuracy beginning to develop. <p><u>Reading</u></p> <ul style="list-style-type: none">● Work with a partner or in a small group to develop confidence in reading a short text and showing an understanding.● Show and develop an understanding of working out the meaning of new words and phrases.● Show an understanding of a simple text by using a model text and then making 2 or 3 changes to make it their own.● Use good pronunciation and intonation when reading basic texts out loud.● Apply phonetic knowledge when working out how to read a new word/phrase.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Writing</u></p> <p>Write simple sentences and short pieces of writing by using a model text/scaffold. Use a dictionary to show understanding of words/new words and phrases.</p> <p><u>Grammar</u></p> <p><u>Understand SOME basic grammar within their Spanish learning:</u></p> <p>gender – masculine and feminine and use of adjectives, possessive pronouns. Verbs - how to form the future tense, conjugation of present tense verbs</p>	<p><u>Writing</u></p> <ul style="list-style-type: none">● Chn should be able to write 3 or 4 sentences through using a word bank/ phrase bank and a scaffold linked to something that they have been learning.e.g. greetings, the weather, favourite sports/hobbies.● Use simple conjunctions in sentences to join together two basic ideas e.g. y, porque, pero (and, because and but)● Change parts of a very basic text in order to make it more personal to them (changing and adapting a model text) <p><u>Grammar</u></p> <ul style="list-style-type: none">● BEGIN to know how to form the future tense e.g. I am going...I will...● Begin to see how possessive pronouns change depending on the gender of the noun.● Understand the word order of words in a sentence so that they make grammatical sense e.g. in Spanish the noun comes	<p><u>Writing</u></p> <ul style="list-style-type: none">● Write 3 or 4 sentences using a word/phrase bank in a more independent way.● Develop their sentences by adding in 1 or more conjunctions.● Make a text more personal by changing a few elements from a model/scaffold text – shows chn's understanding of what they have read and what they are now writing.● Us a Spanish to English dictionary effectively and beginning to show confidence in using them.● BEGIN to show a willingness to remember basic sentences and phrases from memory and record them. <p><u>Grammar</u></p> <ul style="list-style-type: none">● Explain the word order of words in a sentence, including familiar adjectives used.● Adapt the endings to familiar adjectives and begin to show an accuracy when doing this.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



	<p>before the adjective as opposed to the opposite in English</p> <ul style="list-style-type: none">● BEGINNING to use the present tense of commonly used verbs and the root word e.g. to be, to have, to eat, to play	<ul style="list-style-type: none">● Begin to apply the correct endings to possessive articles e.g. possessive pronouns● Begin to create simple sentences about the future with some increasing confidence.● Understanding of conjugation –  <ul style="list-style-type: none">● Explain with some confidence how to form the negative within a SIMPLE sentence.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



Year 6 Progression of Skills – Spanish		
Year 6 Skills and Knowledge of Spanish	Context of Learning in Spanish	Arriving in Year 7 pupils should be able to in Spanish ...
<p><u>Listening</u></p> <p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage</p> <p>Understand longer and more complex phrases or sentences when being read out loud by an individual or by a pair or in a group e.g. descriptions, information, instructions</p>	<p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen to longer texts - by Year 6 the chn should have access to opportunities to listen to individuals other than the Spanish teacher – other voices through interviews and voice clips, chn in the class reading out loud etc. • Understand numbers in context e.g. <i>the year, 24 hour clock, quantities and amounts (maths link)</i> 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • 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. • Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7

St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Speaking</u></p> <p>Use spoken language to begin and to maintain the language needed for a simple conversation based on familiar topics, describing events that have happened or tell stories from their own experience</p> <p>Understand and BEGIN to use the past tense to describe events Present to an audience e.g. <i>role-play, presentation, performance,</i></p> <p><u>Reading</u></p> <p>Read aloud from a text with good expression and intonation when needed</p> <p>Read and understand the main points and some detail from a short-written passage.</p>	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Understand and use numbers in context e.g. saying the year, 24-hour clock, quantities. • Understand and begin to use specific language for a given topic • Give a description e.g. of a town, geographical location • Chn to seek clarification of the meaning of a word/phrase - How is that written in Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly? • Begin to talk about the past in simple terms but with some confidence and enthusiasm e.g. I ate / drank ... / drunk, the weather • Express opinions for preferences and dislikes and explain and give reasons for the choices that they have made e.g. I like netball because it's fun. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Chn to develop confidence to read in groups, simple play scripts, poems, their own written work such as <i>geographical features in a</i> 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Take part in a simple conversation, ask and answer questions and express opinions. • Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy • Use spoken language confidently to initiative and sustain a simple conversation. • Present simple information on a familiar topic to the class. • Use peer- and self-assessment strategies to support language learning • Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. • 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 <p><u>Reading</u></p> <ul style="list-style-type: none"> • 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.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Writing</u></p> <p>Write simple sentences using key words and phrases which have been learnt and create and write short texts using a model/ scaffold as support.</p> <p>Write a handful of sentences from memory, using knowledge of words, text and structure which have been modelled.</p>	<p><i>country, description of a town, description of a person, description of a setting/image.</i></p> <ul style="list-style-type: none"> • Read and beginning to understand the main points and some detail from a short written passage such as; news article, short story, poem, non fiction text, internet sources (links to the school Research Hub) <p><u>Writing</u></p> <ul style="list-style-type: none"> • Use adjectives in order to develop an interesting sentence/piece of writing. Use of a bank of words/phrase bank and encouraging children to add their own into the bank. Access to whole class bank too. • Use some simple adverbs to make sentences more interesting (with support and developing the concept of applying the skills of what adverbs are into their work) • Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email, a letter, a message (make links to the letters and messages, videos etc from our pen pals project with our partner school in Spain) 	<ul style="list-style-type: none"> • Be willing to work on the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout their time in KS1 and that was developed further in KS2. • Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. • Understand key points in short written texts in unfamiliar contexts • Find the meaning of new words by using a bilingual dictionary. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. • Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense. • Use peer and self-assessment strategies to support language learning.
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St Gregory's Catholic Primary School
Spanish Progression of Skills Document



<p><u>Grammar</u></p> <p><u>Understand SOME basic grammar within their Spanish learning:</u></p> <p>verbs –begin to use the past tense, reinforce understanding of future tense</p> <ul style="list-style-type: none">• adverbs• gender - – masculine, feminine, neuter -nouns and adjectives	<ul style="list-style-type: none">• Have some understanding of how to use the past tense in their writing – use of models and scaffolds that are there to support and develop. <p><u>Grammar</u></p> <ul style="list-style-type: none">• Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. Chn need to show their skills in terms of using their knowledge of likes and dislikes from previous year group topics and skills.• Identify tenses from a selection of sentences written in the present, past and future tense - chn begin to apply this into their work.	<p><u>Grammar</u></p> <ul style="list-style-type: none">• Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary• Show some understanding of past and future tense in spoken and written work• Use high frequency adjectives with reasonable accuracy e.g. word order and ending (in Spanish the words are in a different order for the work to be grammatically correct)• Apply understanding of conjugation to two or three familiar verbs in the present tense
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