

THORPE HESLEY PRIMARY SCHOOL
Progression Document for Spanish (KS2)



**Thorpe Hesley
Primary School**



	Year 3 Y3 iLanguages Scheme	Year 4 Y4 iLanguages Scheme	Year 5 Y5 iLanguages Scheme	Year 6 Y6 iLanguages Scheme
Disciplinary Knowledge: Listen and understand Listen and recount Identify sound-spelling link Transcribe Read and understand Read aloud Use reference materials Apply phonic knowledge Apply knowledge of alphabet Speak Listen and speak Write with support Write independently Adapt a written model Translate Articles Nouns Adjectives Conjunctions Verbs Negatives Prepositions More complex language Cultural capital	Key Vocabulary: see medium term planning/ individual lesson plans for key vocabulary. Substantive Knowledge: The full range of objectives are available on the iLanguages Scheme of Work. Listening Listen to and understand familiar spoken words and phrases. Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story. Identify phonemes in the target language and use them to aid understanding. Listen to the phoneme or words including the phoneme and transcribe accurately. Reading Read and understand some familiar written words and short phrases, sometimes using visual cues. Read aloud individual words and short phrases with accurate pronunciation. Identify familiar words in a text. Read aloud words and short phrases, applying some phonic knowledge. Speaking Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation. Ask and answer simple pre-learned questions from memory and use several short phrases and questions. Writing Copy words and short phrases accurately. Write some familiar simple words from memory, with plausible spelling. Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). Translate words from Spanish to English and English to Spanish. Grammar Use indefinite (<i>un, una, unos, unas</i>) articles in the masculine, feminine and plural nouns. Use definite (<i>el, la, los, las</i>) articles in the masculine, feminine and plural nouns. Form regular plural nouns. Identify adjective and noun position.	Key Vocabulary: see medium term planning/ individual lesson plans for key vocabulary. Substantive Knowledge: The full range of objectives are available on the iLanguages Scheme of Work. Listening Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. Use strings of phonemes to help understand new words and short phrases. Listen to high-frequency familiar words and phrases and transcribe accurately. Reading Read and understand a range of familiar written phrases and simple sentences. Read aloud a series of sentences with accurate pronunciation and intonation. Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English. Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. Be able to recognise and use letters of alphabet to spell short basic words with support. Speaking Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation. Writing Write sentences accurately using support such as a sentence builder or word list to check spellings. Write several short phrases or sentences from memory with understandable spelling. Adapt different elements of a sentence to create new sentences using a sentence builder. Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.	Key Vocabulary: see medium term planning/ individual lesson plans for key vocabulary. Substantive Knowledge: The full range of objectives are available on the iLanguages Scheme of Work. Listening Listen to and understand the main points and some detail in extended sentences and short passages. Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts. Listen and apply knowledge of phonemes to help understand extended sentences. Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge. Reading Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts. Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning. Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to Spanish and Spanish to English. Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge. Be able to recognise and use letters of the alphabet excluding accented letters with support. Speaking Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation. Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons. Writing Write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support. Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling. Use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy.	Key Vocabulary: see medium term planning/ individual lesson plans for key vocabulary. Substantive Knowledge: The full range of objectives are available on the iLanguages Scheme of Work. Listening Listen to and understand the main points and key details from a range passages including complex language and reference to past and future tenses. Listen to and recount from memory familiar stories, songs, rhymes and poems. Listen and apply knowledge of phonemes to help understand more complex extended sentences. Listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge. Reading Read and understand a variety of texts including extended and complex sentences on a range of familiar topics. Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely. Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to Spanish and Spanish to English. Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge. Be able to recognise and use letters of the alphabet including accented letters. Speaking Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity. Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future. Writing Write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.

Use masculine, feminine and plural adjectives correctly. Use the conjunctions <i>y, también, pero</i>. Use the high-frequency verb forms in the 1st person (e.g. <i>tengo, soy</i>) and opinion verbs confidently. Use <i>es</i>. Use <i>quisiera</i> to express a desire or request. Use the negative '<i>no</i>' with opinion verbs in the 1st person. Cultural Awareness and Understanding Foster children's curiosity about Spain: an introduction to Spain and its capital city. Key vocabulary relating to traditional events, i.e. Christmas and Easter. Appreciate authentic songs and rhymes.	Grammar Use a variety of plural nouns, including some irregular ones. Use adjectives (agreement and position) with more confidence. Use possessive adjectives (<i>mi, mis</i>). Use the conjunctions <i>porque</i>. Use the high-frequency verb forms in the 1st and 3rd person (e.g. <i>tengo, tiene, soy, es</i>) confidently. Use opinions + infinitive verbs. Use <i>quisiera</i> to express a desire or request. Use the negative '<i>no</i>' with a range of high frequency verbs in the 1st and 3rd person. Cultural Awareness and Understanding Foster children's curiosity about life in Spain: an introduction to daily life in Spain. Typical customs and traditions e.g. April Fool's Day. Appreciate authentic songs, poems and rhymes.	Translate sentences or short texts from Spanish to English and English to Spanish including the use of a dictionary or supporting resource. Grammar Use definite and indefinite articles with increasing accuracy. Use adjectival agreements in a wider range of topics. Understand word order and agreements: nouns, adjectives. Use the conjunctions <i>ya que, como, además</i>. Use 1st, 2nd and 3rd person of several regular verbs in the present tense in addition to the irregular high frequency verbs including <i>tener</i> (to have), <i>ser</i> (to be) and <i>ir</i> (to go). Use phrases using <i>hacer</i>. Use the near future tense in the 1st person. Use the negative <i>no</i> with variety of high frequency verbs and parts including '<i>no hay</i>'. Prepositions of place and location (countries), (<i>sobre, en, detrás de</i>). Verb with prepositions: (<i>jugar a</i>) Cultural Awareness and Understanding Introduction to the Spanish-speaking world. Learn about festivals, such as Mardi Gras and wider coverage of Spanish traditions, such as Epiphany. Appreciate a Mexican fable.	Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling. Use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy. Translate texts including subordinate clauses or complex language from Spanish to English and English to Spanish including the use of a dictionary or supporting resource. Grammar Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. Agree adjectives for number and gender after because it is/they are. Use the full conjugation of the verbs <i>ser</i> and <i>tener</i> in several different contexts, still with some errors. Use the preterite tense with regular verbs in the 1st person. Using the 1st and 3rd person singular irregular <i>fui</i> and <i>fue</i> for <i>ser</i> and <i>ir</i> Using the 1st person singular irregular <i>hice</i> Imperfect phrase; <i>era</i>. Introduction to reflexive verbs in the 1st person. Use near future with <i>aller</i> + infinitive using various subject pronouns Use the proper future in the 3rd person singular to add reasons. Modal verb; <i>puedo</i> + infinitive (I can ...) Use of different negative structures (<i>no, ne... más, nunca</i>) with variety of high frequency verbs. Use comparative language (<i>más/ menos que</i> and <i>mejor/peor</i>). Use subordinating connectives <i>si</i> (if) and some may be able to use <i>que</i> (which). Form question words. Cultural Awareness and Understanding Deepen children's understanding of the wider Spanish-speaking world and beyond. Ordering food in authentic setting. Independent research into a Spanish-speaking country. A global focus including authentic resources such as Spanish menus. Children's lives around the world.
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