

Progression in Spanish Skills and Grammar

<u>Listening</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Show that he/she recognises words and phrases by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language.</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Listen to and repeat particular phonemes more accurately in songs and rhymes and begin to make links to spellings.</p> <p>Notice that Spanish may contain different phonemes and that some similar sounds may be spelt differently.</p> <p>Begin to work out the meaning of unfamiliar words heard using contextual and other clues.</p>	<p>Listen attentively and understand/join in with more complex phrases and sentences.</p> <p>Listen for specific words and phrases.</p> <p>Gain an overall understanding of an extended spoken text which includes some familiar language and summarise the main points in English.</p> <p>Identify different ways to spell key sounds and select the correct spelling of a familiar word.</p>	<p>Understand the gist of longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p>

Speaking

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Imitate pronunciation of key sounds and speak clearly when addressing an audience.</p> <p>Ask and answer simple questions, for example about personal information.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Use simple adjectives such as colours to describe things orally.</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Give simple commands.</p> <p>Begin to express simple opinions. (Using 'but' to lengthen sentence)</p> <p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Read aloud using more accurate pronunciation and present a short, learned piece for performance.</p>	<p>Take part in conversations and express simple opinions giving reasons.</p> <p>Use conjunctions to extend sentences.</p> <p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p> <p>Create a short piece for presentation to an audience, for example role play.</p>	<p>Apply knowledge of phonemes and spelling to attempt the pronunciation of unknown words.</p> <p>Engage in longer conversations, for example a longer role play.</p> <p>Ask for clarification (ask for the question to be repeated, say you don't understand etc.) when necessary.</p> <p>Create his/her own sentences using knowledge of basic sentence structure. Express and compare opinions, giving a wider variety of reasons.</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience. Try to memorise a song/poem and a short presentation about self.</p>

Reading

Year 3

Recognise some familiar phonemes, words and phrases in written form.

Read some familiar words aloud using mostly accurate pronunciation.

Learn and remember new words encountered in reading.

Explore the 2 sides of a bilingual dictionary.

Year 4

Recognise the patterns in numbers.

Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud more accurately.

Follow the written version of a text he/she is listening to

Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.

Understand how the bilingual dictionary tells us whether a noun is masculine or feminine.

Year 5

Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.

Learn a song or poem using the written text for support.

Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.

Year 6

Read aloud and understand a short text containing unfamiliar words, using more accurate pronunciation.

Attempt to read a range of texts independently, using different strategies to make meaning.

Use vocabulary learnt from reading in different contexts and use dictionaries/internet translators to find a wider range of words.

Writing

Year 3

Write some single words from memory.

Write simple sentences, making a small adaptation to a familiar one.

Use simple adjectives such as colours to describe things in writing. (No adjectival agreement required.)

Record descriptive sentences using a word bank.

Year 4

Write words and short phrases from memory.

Using familiar sentences as models, make varied adaptations to create new sentences.

Begin to express simple opinions. (Using 'but' to lengthen sentence)

Use a range of adjectives (adjectival agreement required) to describe things in more detail, such as describing someone's appearance.

Write descriptive sentences using a model but supplying some words from memory.

Year 5

Write simple opinions, giving reasons.

Use conjunctions to extend sentences.

Adapt a known complex sentence to vary meaning.

Write phrases and some simple sentences from memory and write a short text such as a letter or poster with support from a word/phrase bank.

Use a wider range of adjectives to describe people and things.

Year 6

Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.

Select appropriate adjectives/adverbs/prepositions to describe a range of things, people and places and appropriate verbs to describe actions.

Write extended sentences using conjunctions to compare preferences, giving a wider variety of reasons.

		Use different verbs to describe actions. (Infinitives)	
<u>Grammar</u> (See End Points for full details)			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Recognise the main word classes eg. nouns, adjectives and verbs.</p> <p>Understand that nouns may have different genders and can recognise clues to identify this such as the difference in articles.</p> <p>Understand that nouns can be singular or plural and that this is represented through the different articles.</p> <p>Have a basic understanding of the usual order of words in sentences in Spanish. Eg. the adjective comes after the noun.</p>	<p>Recognise a wider range of word classes including commands (imperatives), pronouns, articles and prepositions, and use them appropriately.</p> <p>Know that adverbs describe how the action is being done, and begin to recognise them by their spelling pattern. <i>lentamente</i>, <i>rápidamente</i>, slowly quickly</p> <p>Understand how the bilingual dictionary tells us whether a noun is masculine or feminine.</p> <p>Understand that adjectives may change form according to the noun</p>	<p>Know how to conjugate some high frequency verbs.</p> <p>The fact that personal pronouns (he/she/you etc) are not used alongside Spanish verbs will be introduced.</p> <p>Embed knowledge of definite/indefinite articles.</p> <p>Know that there are 2 words that mean 'this' in Spanish. (Demonstrative pronouns) <i>éste</i> es el mercado. This is the market (masculine noun) <i>ésta</i> es la farmacia This is the chemist (feminine noun)</p>	<p>Know how to conjugate a range of high frequency verbs. Begin to recognise reflexive verbs.</p> <p>Know that the indefinite article 'a' (un/una) is not used to describe a profession eg. <i>Quiero ser profesora</i> I want to be a teacher.</p> <p>Know that certain professions have a male and feminine form. Doctor un <i>médico</i> una <i>médica</i> Cook un <i>cocinero</i> una <i>cocinera</i></p> <p>However...</p> <p>For some professions it is just the article that changes to indicate male or female.</p>

<p>Begin to use a simple preposition <i>en</i> which can mean <i>in</i> or <i>on</i>.</p> <p>Know how to keep the pattern of the sentence the same and know which element/s to change in order to produce different sentences.</p> <p>Know that an accent tells us to stress that particular sound. (días is stressed on the 'i')</p> <p><u>Begin to notice differences and similarities to English.</u></p> <p>Understand the differences in basic punctuation - an upside down question mark/exclamation mark is used at the beginning of a question/exclamation, in addition to the normal one at the end.</p> <p>Days of the week and months of the year do not begin with a capital letter in Spanish.</p>	<p>they relate to and select the appropriate form.</p> <p>This includes 1st person possessive adjectives.</p> <p><i>Mi madre/mis padres</i> my mum my parents</p> <p>Use preferences and conjunctions 'and' and 'but' to build sentences.'</p> <p>Understand that certain phrases change form depending on whether they refer to a singular/plural noun. Eg. <i>Me gusta/me gustan.</i> Link this pattern to <i>me duele/me duelen.</i></p> <p>Recognise the pattern of the phrase to describe 1 o'clock times differs from the other phrases describing times involving numbers more than one.</p> <p><i>Es la una son las dos.</i> It's 1 o'clock It's 2 o'clock</p>	<p>Apply their knowledge of adjectival agreement and make changes to a range of adjectives in order for them to 'agree' with the relevant noun.</p> <p>Understand that certain opinion phrases change form depending on whether they refer to a singular/plural noun eg. <i>me encanta/me encantan.</i> However, some do not change eg. <i>Prefiero, Odio.</i></p> <p>Understand abbreviations in the dictionary (use them to help select correct endings for nouns/adjectives, to avoid confusing nouns with verbs etc)</p> <p>Adapt sentences to form negative sentences and begin to form questions.</p>	<p>Pilot <i>un/una piloto</i></p> <p>Astronaut <i>un/una astronauta</i></p> <p>Use pattern to help them group these words.</p> <p>Know that some feelings are expressed with the verb <i>estar</i> and some with <i>tener</i>.</p> <p>Understand that adjectives to describe feelings must agree with the person they are describing. Eg. <i>Estoy enfadado</i> (Boy)</p> <p><i>Estoy enfadada</i> (Girl)</p> <p>I am angry.</p> <p>Recognise spelling patterns of adjectives that <u>don't</u> have different masculine/feminine endings. Eg. <i>paciente, interesante.</i></p> <p>Know that there are 2 verbs in Spanish that mean 'to be'. <i>Ser/Estar</i></p>
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Recognise questions and negative sentences.

Use the preposition '*de*' to mean 'of' in different senses.

eg. *La sala de la directora.*

The headteacher's room

(Belonging to)

Un helado de chocolate.

A chocolate ice cream.

(Describing)

Use prepositions linked to the verb 'to go'.

To go *to* to go *by*

in a *in en*

Be aware of and use the contraction *al* (*a + el*)

Use conjunctions such as 'because' and 'when' to build sentences.

Know that when talking about the position of something we always use the verb *estar*.

Use prepositions to describe position.

Know that lots of prepositions use the word *de* in Spanish (meaning of/to)

Eg. *Debajo de* under
Detrás de behind
Delante de in front of
Al lado de next to
Encima de on

Know that when these prepositions are used with a masculine noun a contraction occurs.

de + el → *del*

eg. *Wally está al lado del armario.*

Wally is next to the wardrobe.

Know that some sports in Spanish are expressed using the verb *jugar* (to play), and some use the verb *hacer* (to do).

Know that when using the verb *jugar* with a sport, the word *al* precedes the sport. (To replace the words *a el* *fútbol* the contraction *al* is used)

a + el → *al*

jugar al fútbol - to play football

Understand the different endings given to numbers in their hundreds.

(*cien/ciento*;

doscientos/doscientas)

Begin to recognise time connectives/ordinal numbers.

firstly *primero*

secondly *segundo*

thirdly *tercero*

finally *al final*

Develop an awareness of the pitfalls of using an internet translator. Know that the sense of the meaning may not be translated correctly unless it is put into a sentence which clearly indicates the sense of the word required.

Know that when written as 2 separate words

¿por qué? means why?

This also uses an accent

When written as 1 word

porque means because.

Know that some words can be 'false friends' ie. They may look like a cognate but have a different meaning eg. emocionante means exciting, not emotional.