



## St Mary's Catholic Academy Spanish Progression of Key Skills (Listening, Speaking, Reading and Writing)



Listening	Y3	Y4	Y5	Y6
<p><b>Listen attentively and show understanding by joining in and responding KS2i</b></p> <p><b>Link the spelling, sound and meaning of words (ii)</b></p>	<ul style="list-style-type: none"> <li>Respond confidently to <b>greetings, register, classroom instructions, phonics</b></li> <li><b>Apply phonics knowledge</b> to Dr Seuss rhyming story (molillo, bolsillo), Oso Pardo story, tongue twisters, Veo veo game, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations</li> <li><b>Develop phonics knowledge and confidence</b> through: days in the month rhyme, Christmas songs (Rodolfo el reno, Frosty, Navidad), birthday songs</li> </ul>	<ul style="list-style-type: none"> <li>Understand and respond to a specific range of classroom instructions</li> <li>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of spoken opinions heard in sentences and short texts.</li> <li>Respond to spoken language bordering cards, identifying positive/negative opinions and by picking out details from short texts.</li> <li>Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge</li> </ul>
Speaking	Y3	Y4	Y5	Y6
<p><b>Ask and answer questions KS2iii</b></p> <p><b>Express opinions and respond to those of others KS2iii</b></p> <p><b>Ask for clarification and help KS2iii</b></p>	<ul style="list-style-type: none"> <li>Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal)</li> <li>Signal a problem: Señor(a), tengo un problema</li> <li>Use the verb forms <b>tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives</b> in the context of <b>animals</b> and <b>pencil case items</b> to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e.</li> </ul>	<ul style="list-style-type: none"> <li>Ask / answer questions about birthdays, ages, dates, times, simple maths</li> <li>Use: En mi opinión (In my opinion), Pienso que (I think that)</li> <li>Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?</li> <li>Use these sentence structures: Mi cumpleaños es el...de.. / Son las dos – es la una / Hoy es el ...de... (Ayer fue el...de... - Mañana será el ...de...)Empieza a las... / Termina a</li> </ul>	<ul style="list-style-type: none"> <li>Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things</li> <li>¿Te gusta...? (Do you like?) ¿Qué te gusta comer / beber? (What do you like eating / drinking) ¿Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch) ¿Por qué te gusta...? (Why do you like?)</li> <li>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ...(número 2,</li> </ul>	<ul style="list-style-type: none"> <li>Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals</li> <li>¿Te gusta...? (Do you like...?) ¿Por qué te gusta...? (Why do you like...?) ¿Qué opinas de...? (What do you think of...?)</li> <li>Signal a problem: Señor(a), tengo un problema Ask for help and give a detail:</li> </ul>

<p>Speak in sentences (KS2iv)</p> <p>Describe people, places, things and actions orally (to a range of audiences) (KS2xi)</p>	<p>capital letter, comma and full stop. <i>(NB: consistent use of KS1 L1 gestures applied to KS2 FL learning and then also cross phase to KS3).</i> Say what your favourite ... is</p> <ul style="list-style-type: none"> <li>Describe animals with colours</li> </ul> <p>Choral re-telling of stories, pair work, group work, re-telling the Hungry Caterpillar story</p>	<p>las...Es / No esTiene / No tieneHay / No hay</p> <ul style="list-style-type: none"> <li>Describe pictures/paintings in terms of shapes and their position</li> <li>Describe hair / eyes of self and others</li> <li>Birthday survey, songs</li> </ul>	<p>el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?</p> <ul style="list-style-type: none"> <li>Say what sports you play using 'Juego al' or 'Practico el/la' and when you do it 'Los lunes juego al fútbol' Express opinions in sentences using 'me gusta(n)' and 'me encanta(n)', give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Say what you eat and drink and when Say what you like to each and drink using 'me gusta comer / beber' Say what you can / know how to do using 'Sé practicar el esquí'</li> <li>Describe actions: eating / drinking at different times, playing sports and instruments</li> </ul>	<p>¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?</p> <ul style="list-style-type: none"> <li>Express opinions in sentences using 'me gusta(n)' and 'me encanta(n)', give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Use the 3rd person of key verbs to say what happens at different festivals</li> <li>Describe the key geographical features of Spain</li> <li>Describe where things are</li> <li>Describe the key features of famous festivals</li> </ul>
<p>Reading</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
<p>Read and show understanding of words, phrases and simple texts KS2vii</p> <p>Appreciate stories, songs, poems and rhymes in the language (viii)</p>	<ul style="list-style-type: none"> <li>Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false</li> <li>Hungry Caterpillar story text, Colour by numbers activity</li> </ul>	<ul style="list-style-type: none"> <li>Spot the Dog story, Perritos</li> <li>Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)</li> <li>Numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes</li> <li>Numbers</li> <li>Read and add questioning intonation</li> </ul>	<ul style="list-style-type: none"> <li>Read short texts and answer questions to show understanding</li> <li>Film clips on sports and food in Spain</li> <li>Pronounce sports (including cognates) using correct sounds</li> <li>Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words</li> </ul>	<ul style="list-style-type: none"> <li>Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out</li> <li>Film clips on traditional Spanish festivals</li> <li>Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map</li> </ul>

<p>Read aloud with accurate pronunciation (KS2v)</p> <p>Understand new words that are introduced into familiar written material (ix)</p> <p>Use a dictionary (ix)</p>	<ul style="list-style-type: none"> <li>Join in confidently with the Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video, tongue twisters, Old Macdonald song</li> <li>Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text</li> <li>Stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story</li> </ul>	<ul style="list-style-type: none"> <li>Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata</li> </ul>		<ul style="list-style-type: none"> <li>Adjectives of reasons to support opinions, using 'porque' to provide reasons, language for countries, locations, directions</li> <li>Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).</li> </ul>
<p>Writing</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
<p>Write words and phrases from memory (KS2 x)</p> <p>Adapt phrases to create new sentences (KS2 x)</p>	<ul style="list-style-type: none"> <li>Write on mini-white boards and/or trace on arm: simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory.</li> </ul>	<ul style="list-style-type: none"> <li>Write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo videos) Write ' My birthday es on the ... of</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.</li> </ul>	<ul style="list-style-type: none"> <li>Label pictures (village and coast) – using hay / no hay with confidence to write sentences from memory</li> <li>Write a holiday postcard, adapting a model.</li> </ul>

<p>Describe people, places, things and actions in writing (KSxi)</p>	<ul style="list-style-type: none"> <li>Write individual words for snacks on food plates for display from memory.</li> <li>Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).</li> <li>Describe animals with colours Create mini-books</li> </ul>	<p>...' from memory with accurate spelling.</p> <ul style="list-style-type: none"> <li>Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using 'Voy a + verbs', time exercise</li> <li>Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Make birthday cards, Design invites, Create piñata (with resources)</li> </ul>	<ul style="list-style-type: none"> <li>Adapt short text about someone else's sports / freetime to write a short text about own free time.</li> <li>Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).</li> </ul>	<ul style="list-style-type: none"> <li>Express opinions and giving reasons (from memory) Describe places and compare locations (from memory) Describe actions: describe festivals at home and in FL country (with resources)</li> </ul>
<p>Grammar</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
	<ul style="list-style-type: none"> <li>Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)</li> <li>Form plural nouns</li> <li>Learn adjectival positioning and adjectival agreement (active use of regular singular forms)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural</li> <li>Use of plural nouns</li> <li>Use adjectives (agreement and position) with more confidence</li> <li>Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and</li> </ul>	<ul style="list-style-type: none"> <li>Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la)</li> <li>Agree adjectives in reasons after porque es / son, remembering to match number and gender.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).</li> <li>Agree adjectives in reasons after porque es / son, remembering to match number and gender.</li> <li>Use 'hay Use the verb ESTAR (receptive use of some reflexive verbs)</li> </ul>

	<ul style="list-style-type: none"> <li>• Use tengo, es, hay, son accurately</li> <li>• Use connectives – y, pero, (también)</li> </ul>	<p>está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use future tense (Voy a + infinitive verb), infinitives</p> <ul style="list-style-type: none"> <li>• Use sequencers - un día, luego, después al final Use preposition of place (arriba, encima de etc..)</li> </ul>	<ul style="list-style-type: none"> <li>• Use all persons DESAYUNAR Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar</li> <li>• Use days of the week (los lunes etc..)</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which)),</li> </ul>
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