

Chenies School Progression of skills in Spanish

	Year 3	Year 4	Year 5	Year 6
Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language.	<p>Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly</p> <p>Follow and repeat key words from a song, rhyme or poem.</p>	<p>Understand and respond to a range of familiar spoken words and short phrases.</p> <p>Join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p>	<p>Understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Join in with familiar short songs, rhymes or poems, or parts of them.</p>	<p>Understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</p>
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>Recall key phonics words (and gestures), and say them aloud with good pronunciation.</p> <p>Read key words (and gestures), and read them aloud with good pronunciation.</p>	<p>Recognise key sounds and words that rhyme.</p> <p>Match key sounds and words that rhyme.</p>	<p>Write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.</p> <p>Use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.</p>	<p>Write individual words accurately, building them from written syllables.</p> <p>Write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p>
Engage in conversations; ask and answer questions; express opinions and respond to those of others	<p>Ask and answer simple pre-learned questions from memory.</p> <p>Begin to understand the formation of questions and answers involving familiar vocabulary</p>	<p>Rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</p> <p>Begin to understand how to form questions/answers independently.</p>	<p>Ask and answer simple questions on the current topic.</p> <p>Adapt models successfully to give own information, including simple questions, substituting individual words.</p>	<p>Ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>Answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p>

Seek clarification and help	Indicate that there is a problem using a pre-learned phrase.	Use simple pre-learned words and phrases for routine situations.	Use several short phrases and questions in predictable classroom interactions.	Use a repertoire of classroom language with teacher and peers.
Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences	Repeat and say familiar words and short simple phrases, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	Produce some short phrases within a familiar topic, with good pronunciation.	Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Read aloud some very familiar words and short phrases with accurate pronunciation.	Match sound to print, by reading aloud familiar words and phrases.	Read short phrases accurately that contain mostly familiar language.	Read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.
Read carefully and show understanding of words, phrases and simple writing	Understand some familiar written words and short phrases.	Read and understand a range of familiar written phrases.	Understand familiar words and simple sentences	Understand a short text made up of short sentences with familiar language on a familiar topic.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	Use the visual cues and context to follow the gist of a short text.	Identify the overall type of text from its layout, contextual cues and a few familiar words.	Spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.	Spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.

<p>Use a dictionary</p>	<p>Use a word list to locate specific words.</p> <p>Use classroom prompts (such as display) as an aid to spelling.</p>	<p>Use a word list to check the spelling of a word.</p> <p>Use a dictionary or online resource to check the spelling of a word.</p>	<p>Use alphabetical order confidently.</p> <p>Recognise and use the main dictionary codes for nouns.</p> <p>Appreciate that there may be more than one entry for each word.</p>	<p>Use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</p> <p>Appreciate that Spanish words do not always have a direct equivalent in English.</p>
<p>Write words and phrases from memory</p>	<p>Write some single words from memory, with plausible spelling.</p>	<p>Write simple words and several short phrases from memory with understandable spelling.</p>	<p>Write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>
<p>Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing</p>	<p>With support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</p>	<p>Substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</p>	<p>Change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)</p>	<p>Write sentences on a few topics using, e.g. a model, a writing frame, sentence starters.</p>

<p>Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English.</p>	<p>Use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Form regular plural nouns.</p> <p>Identify adjective and noun position.</p> <p>Use some singular masculine and plural adjectives correctly.</p> <p>Use the high-frequency verb forms 'I have, it is, they are', and regular -ar verbs in 1st person singular form, confidently.</p>	<p>Use indefinite articles in singular and plural and definite articles in both singular and plural.</p> <p>Recognise qualifiers, adverbs of time and prepositions of place.</p> <p>Use adjectives (agreement and position) with more confidence.</p> <p>Use 'tiene' (3rd person tener) and 'está' (3rd person estar).</p> <p>Use the connectives 'and', 'but', 'also'.</p>	<p>Use the definite article with verbs of like / dislike.</p> <p>Understand and use devices to make verb forms negative.</p> <p>Show some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.</p> <p>Use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).</p> <p>Create complex sentences (with the support of a frame)</p>	<p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</p> <p>Use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</p> <p>Use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Use subordinating connectives, e.g. 'because'.</p>
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