

Spanish Progression Grid

The intention of the Spanish curriculum at St Mary's is that children are taught to develop an interest in foreign languages in an engaging, stimulating way. We also teach children to celebrate cultural diversity and to become a multi-cultural member of society, where they will be able to foster their curiosity and deepen their understanding of the world. Our aim is for children to leave KS2 as someone who can readily express some ideas and feelings in Spanish and to be able to respond and understand both verbal and written communication.

A linguist from St Mary's will:

- Enjoy learning about the culture in Spain and be able to compare it to everyday life for them.
- Accurately be able to identify the phonic sounds.
- Write simple phrases, joining these together into sentences to express ideas.
- Read and understand a simple text.
- Engage in conversations; ask and answer questions.
- Speak in sentences using familiar Spanish vocabulary.
- Understand basic grammar and the differences between masculine and feminine words and how to apply these in sentences.

Foreign Languages – Key Stage 2

	Speaking and Listening	Reading	Writing
NC	<i>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i>	<i>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>
Vocabulary	• ¿cómo te llamas? • Hola • Como estas? • Estoy bien/mal • Mas o menos • Adios • un conejo • un león • un pájaro • un caballo • un mono • uno, dos, tres, cuatro, cinco, sies, ocho, nueve, diez.		

Year 3	- Name and describe people, a place and an object - Have a short conversation, saying 3 to 4 things - Give a simple positive and/or negative opinion. - Start to create short, spoken sentences integrating 1st person singular of high frequency verbs using conversation stems. - To appreciate familiar stories and songs in Spanish.	- To understand very short passages of spoken language. - To identify cognates (words that look the same in Spanish and English) - Search for key words within a text.	- Fill in missing letters relating to the topic they are learning. - Write simple, short phrases using an article, noun and verb from the use of sentence stems and word banks.
Vocabulary	- Estoy muy bien - El coche - El areoplano - La motocicleta - El invierno - La primavera - El verano - El otoño - Tengo - No tengo - un sacapuntas - un bolígrafo - un estuche - una regla - una goma		
Year 4	- Explore, understand and mimic the patterns of sound and language. - Ask and answer a variety of simple key questions. - To hold a short conversation with at least 2 exchanges using conversation stems.	- Read and understand a short passage using familiar language - Explain the main points in a short passage - Read a passage independently - Use a bilingual dictionary or glossary to look up new words	- Write phrases from memory - Write a short sentences or phrase on a familiar topic - Write what they like/dislike about a familiar topic
Vocabulary	- el tiro con arco - el triatlón - la esgrima - practico - el boxeo - el ciclismo		

	• el remo • la equitación • el atletismo • el salto de trampolín. • El hermano • La hermana • Madre • Padre • Llevo • una gorra • una chaqueta • unos guantes • unos pantalones cortos • él lleva • unos zapatos • mi / mis • azul / azules • una camisa • un traje de baño • ella lleva • una bufanda • un abrigo • unas sandalias • una falda • unas gafas • unas botas • unos pantalones • un vestido • rojo / roja • unas medias • una camiseta • un suéter		
Year 5	• Hold a simple conversation with at least 4 exchanges • Build up a knowledge bank of spoken vocabulary for quick recall.	• Begin to understand a short story or factual text and note the main points • Use the context to work out unfamiliar words	• Write full sentences with increased accuracy. • Write a short text or email ensuring grammatical accuracy. • Use a dictionary to check spellings of words. • Create sentences using 1st and 3rd person.

	• To create longer, more complex spoken sentences within a topic. • To engage in longer conversations asking and answering questions using accurate pronunciation within the framework of a topic.		
Vocabulary	• ¿Qué hora es? • me levanto • escucho música • desayuno • voy al cine a la una y diez • es la una y media • voy a dormir • juego al fútbol • voy a la piscina • juego a videojuegos a las tres y media. • el inglés • la música • me gusta • el español • me gustan • el arte • la historia • me encanta • la educación física • las ciencias • las matemáticas • estudio ciencias el jueves a las tres • no me gustan • odio • la informática • me encantan • no me gusta.		
Year 6	• To engage in longer conversations on a much wider range of topic and to be able to accurately and easily use transferable language along with new vocabulary.	• To read longer and more authentic passages of text. • Use the context to understand unfamiliar words.	• Write a paragraph of 4-5 sentences • Substitute words and phrases • to make their written work more interesting, authentic and sophisticated by using a greater

	• To start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). • Use knowledge of grammar to speak correctly • Understand longer and more complex passages of Spanish spoken language. • Listen to speakers at native speed that covers a wider range of topics.		variety of conjunctions, opinions and justifications. • Use a dictionary to research language.
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