

Spanish Skills Progression

	Year 3	Year 4	Year 5
Speaking	<ul style="list-style-type: none"> • Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term. • Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. • Chn are exposed to everyday, useful short phrases such as 'hello', and 'goodbye'. • Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Pupils will learn to both ask and answer a variety of simple key questions in the target language: 'What is your name?' • Chn will explore patterns through songs. • Chn will provide short, positive and negative replies. 	<ul style="list-style-type: none"> • Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy. • Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. • Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. • Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall. • Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps 	<ul style="list-style-type: none"> • Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. • The use of familiar, key everyday relevant language should now be standard practice in lessons. • Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. • Pupils will now be able to give an opinion in spoken form with natural fluency and quick recall.

Listening	<ul style="list-style-type: none"> • Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons • Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language • 	<ul style="list-style-type: none"> • Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set • Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as 'Goldilocks & The Three Bears' • They are expected to understand more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. 	<ul style="list-style-type: none"> • Pupils continue to listen for longer periods of time. They are more able to understand short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the topical tasks set • They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language.
Reading	<ul style="list-style-type: none"> • Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. 	<ul style="list-style-type: none"> • Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them. 	<ul style="list-style-type: none"> • Pupils move on to reading longer passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them. •

Writing	<ul style="list-style-type: none"> • Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). • Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). - 	<ul style="list-style-type: none"> • Pupil will now be able to start writing full sentences with increased ease and improved accuracy • Sentences will include the correct use nouns and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases 	<ul style="list-style-type: none"> • Pupil will now be able to start writing full sentences with increased ease and improved accuracy and confidence, challenging themselves further. • Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct sentences and short simple phrases • They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement.
Grammar	<ul style="list-style-type: none"> • To understand the concept of gender. • To start to understand the concept of nouns and articles. • To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play 	<ul style="list-style-type: none"> • To understand better the use of the possessives, first person and possibly other forms too. • To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun. 	<ul style="list-style-type: none"> • To learn ow to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”. • To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear •

Speaking

- Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.
- Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics
- Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning.
- Pupils will also 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). This expansion of spoken tasks takes place in a number of our Progressive units including: WW2
- Pupils engage in longer conversations on a much wider range of topics
- They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately
- Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they

Listening	<ul style="list-style-type: none">• Chn listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they hear and use their skills to “gist” listen to unknown target language to complete the tasks set.• Chn are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII'
Reading	<p>Chn read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary.</p> <p>Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding).</p>

Writing	<ul style="list-style-type: none">• Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.• Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications.
Grammar	<ul style="list-style-type: none">• To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.• Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.