



Spanish Subject Progression Document RWPA

Skills **vocabulary**, **phonics**, **grammar**

Speaking

Year 3	Year 4	Year 5	Year 6
<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Repeat words and phrases and explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Communicate by asking and answering a few simple questions</p> <p>Present short pieces of information</p> <p>Say familiar words and phrases with accurate pronunciation and intonation and explore the patterns and sounds of language</p>	<p>Take part in short conversations using familiar structures and vocabulary</p> <p>Present information to others, including more complex opinions and sentences, simple conjunctions and accurate pronunciation and intonation</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics with familiar structures</p> <p>Present to an audience e.g. role-play, presentation, performance with good pronunciation, intonation and gesture to convey meaning.</p>
<ul style="list-style-type: none"> • 2 simple (questions) and answers eg name, age, • 2-3 key facts about self off by heart e.g. name, age, likes/dislikes • Name 6-8 colours • Relevant topic words.e.g. Fruit words, greetings • Count to 20 	<ul style="list-style-type: none"> • 2-4 questions and answers e.g. name, age, fav. colour, pet • 3-4 key facts about self, e.g. name, age, favourites, appearance • Count to 30 and tens to 50. 	<ul style="list-style-type: none"> • 3-5 questions and answers (eg in role play) about name, age, how are you, likes and dislike • 4-5 key facts about self including some conjunctions • Count to 50 and tens to 100 	<ul style="list-style-type: none"> • 4-6 questions and answers e.g. name, age, how are you, appearance, sport, town, • 4-6 key facts about self off by heart including more complex opinions and accurate pronunciation. • Know numbers to 100

Listening

Year 3	Year 4	Year 5	Year 6
<p>Listen and respond to familiar spoken words and phrases</p> <p>Listen for specific phonemes in words.</p>	<p>Listen attentively and understand phrases and short sentences.</p> <p>Listen for specific phonemes in words.</p>	<p>Listen attentively and understand more complex phrases and sentences</p> <p>Identify phonemes in longer words and phrases</p>	<p>Understand longer and more complex phrases or sentences</p> <p>Identify phonemes in unfamiliar words and phrases</p>

<ul style="list-style-type: none"> Numbers 1-20 9 colours 6 topic words/phrases Phoneme/ Image association 	<ul style="list-style-type: none"> Numbers 1-30 and some multiples of 10 Colour words/topic words in a sentence 3 simple sentences e.g name, age, favourite colour Phoneme / grapheme association 	<ul style="list-style-type: none"> Higher numbers to 50 and multiples of 10 2 or 3 longer sentences including descriptions and opinions containing mostly familiar language. E.g. sport opinions, description of a planet 	<ul style="list-style-type: none"> Numbers to 100 3-4 longer sentences, spoken by a range of speakers containing mostly familiar language. E.g. description of a town, what you like/ don't like doing.
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Reading

Year 3	Year 4	Year 5	Year 6
<p>Recognise and understand some familiar written words and phrases</p> <p>Read aloud familiar words and short phrases</p> <p>Show awareness of sound-spelling links when decoding unfamiliar syllables.</p>	<p>Read and understand familiar written words, phrases and short texts made of simple, familiar sentences</p> <p>Read aloud a wider range of words, phrases and sentences using phonics to increase accurate pronunciation.</p> <p>Begin to decode and read aloud simple, unfamiliar 2 syllable words.</p>	<p>Read and understand a variety of short simple texts in different formats and in different contexts</p> <p>Read a few sentences aloud, focussing on correct pronunciation and intonation, to convey meaning</p> <p>Begin to decode and read aloud simple, unfamiliar 2-3 syllable words.</p>	<p>Read and understand the main points and some detail from a short written passage</p> <p>Read aloud a variety of longer texts, focussing on correct pronunciation and intonation, and gesture to convey meaning</p> <p>Read new vocabulary and new texts confidently, applying phonetic knowledge.</p>
<ul style="list-style-type: none"> Numbers 1-15 6-8 colours 6 relevant topic words or phrases 	<ul style="list-style-type: none"> Texts of approximately 20-30 words, e.g.info about self, description or info about a pet. 	<ul style="list-style-type: none"> Texts of approximately 30-50 words, sometimes containing unfamiliar language. E.g. sports, planets. 	<ul style="list-style-type: none"> Texts of approximately 50-80 words, containing some unfamiliar language e.g. about an area, personal description

Writing

Year 3	Year 4	Year 5	Year 6
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<p>Write some familiar simple phrases using a model</p> <p>Write some familiar, simple words from memory</p> <p>Write some simple graphemes</p>	<p>Write a short text using a model</p> <p>Write a few simple sentences from memory, applying phonics knowledge</p> <p>Apply phonic knowledge to support writing familiar and some unfamiliar words</p>	<p>Write more complex sentences and short texts using a model and/or word bank</p> <p>Write a few more complex sentences from memory, applying phonics knowledge</p> <p>Use a dictionary to find new vocabulary or check the spelling of words.</p>	<p>Write sentences and construct short texts using a model or word bank</p> <p>Write a few sentences from memory, using knowledge of words, text and structure and applying phonics knowledge</p> <p>Use a dictionary to find new vocabulary or check the spelling of words and apply grammatical rules if necessary.</p>
<ul style="list-style-type: none"> Using a model: 2-3 short sentences about self, or topic. Memory: Familiar, simple 2 syllable words e.g. hola, pera, fresa, rojo Phonics: simple graphemes and syllables e.g. j, z, a,e,i,o,u, ñ, ll 	<ul style="list-style-type: none"> Using a model: 3 simple sentences e.g. <i>about self, pet, description</i> Memory: 1-2 sentences from memory about themselves. Phonics: simple, familiar words, unfamiliar 2 syllable words e.g. loco, bajo, amarillo, cinco 	<ul style="list-style-type: none"> Using a model: 3-4 sentences including a adjectives, conjunctions and a range of familiar verbs Memory: Write 2-3 sentences e.g. about themselves, describing a planet Dictionary: Know how to find words in a bilingual dictionary 	<ul style="list-style-type: none"> Using a model: a paragraph (4-6 sentences) including a wider range of adjectives, connectives, verbs and sentence structures. Memory: 3-4 sentences e.g. about a town, things they like to do. Dictionary: Know how to identify word class and adapt within own sentences.

Knowledge

Grammar (revisited)

Year 3	Year 4	Year 5	Year 6
<p>Understand some basic grammar appropriate to the language being studied e.g.</p> <ul style="list-style-type: none"> nouns - gender: masculine and feminine for singular nouns, (form plurals) adjectives - order verbs - awareness of 1st and 3rd person, verbs - form negatives. conjunctions: and, but 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> nouns - singular and plural, masculine and feminine adjectives - order and agreement (m/f.s, m pl) verbs - aware of 1st, 2nd and 3rd person in Q and A verbs - how to form the negative Conjunctions: and, but, also 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> nouns - singular and plural, masculine and feminine and related articles (indefinite and definite) adjectives - order and agreement (ms, mpl, fs, fpl.) verbs - use 1st, 2nd, 3rd person verbs - form negatives Conjunctions: and, but, also, because 	<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> nouns - singular and plural, masculine and feminine and related articles (indefinite and definite) adjectives - order and agreement verbs – use 1st, 2nd, 3rd person with a range of verbs, verbs - form negatives, verbs - conjugation of present tense verbs Conjunctions: and, but, also,

			because, however, which • adverbials including possessive adjectives eg with my dog,
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Vocabulary (revisited)

Year 3	Year 4	Year 5	Year 6
<p>Greetings: Numbers: 1-15 Colours: 8 Connectives: y, pero Nouns: fruit, family, some masculine animals Adjectives: colours, big, small Verbs: 1st: me llamo, tengo, quiero, es, vivo/hay?, me gusta, Veo 2nd: te gusta</p>	<p>Greetings: Numbers: 1-30 Colours: 8 inc plural endings Connectives: y, pero, también Nouns: hair, eyes, animals, days of the week, months, party food, Adjectives: colours, big, small, personal descriptions, animal descriptions, 1st: me llamo, tengo, quiero, es, hay, me gusta, soy 2nd: te llamas, tienes, 3rd: se llama,</p>	<p>Greetings: Numbers: 1-50 + tens Colours: 8 including m.f.s.pl endings Connectives: y, pero, también, porque, Nouns: sports, planets Adjectives: colours, size, sport adjectives, planet adjectives, Verbs: 1st: me llamo, tengo, quiero, es, hay, me gusta, opinions, llevo, singular conjugation of some regular verbs. 2nd: te llamas, tienes, te gusta, llevas, quieres 3rd: se llama, tiene, lleva, son also me gusta</p>	<p>Greetings: Numbers: 1-100 + Colours: 8+ including agreement Connectives: y, pero, también, porque, sin embargo, que, con Nouns: places in the town, planets, family Adjectives: colours, size, place adjectives, Verbs: 1st: me llamo, tengo, quiero, es, hay, me gusta, opinions, hay, puedo 2nd: te llamas, tienes, puedes 3rd: se llama, tiene, es, also te gusta Range of infinitive verbs Conjugation: begin to conjugate some regular and irregular infinitive verbs</p>

Phonics

Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none">- a e i o u- ll, ñ, h, v, z, j- rr, r, -r-- ce, ci- (d)- y- Awareness of accent on words	<p>As year 3 +</p> <ul style="list-style-type: none">- qu- -v-- Blended vowels: ue, ie, ua, ei,	<p>As year 4 +</p> <ul style="list-style-type: none">- ge, gi- ia, eo, uy, ai, io	<p>As year 5+</p> <ul style="list-style-type: none">- ee- gue, gui
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