



WHOLE SCHOOL PROGRESSION OF SKILLS FOR SPANISH 2024-2025



Spanish



WHINGATE'S CURRICULUM AIMS:

Communicate
Live Healthily
Accept and Respect
Understand the Wider World
Dream Big
Explore



NATIONAL CURRICULUM:

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Listening and Responding

Year 3	Year 4	Year 5	Year 6
Asking and responding to questions	Asking and responding to questions <ul style="list-style-type: none"> ask and answer at least two simple and familiar questions with a response 	Asking and responding to questions <ul style="list-style-type: none"> engage in a short conversation using a range of simple, familiar questions 	Asking and responding to questions <ul style="list-style-type: none"> ask and answer more complex questions with a scaffold of responses

<ul style="list-style-type: none"> • recognise a familiar question and respond with a simple rehearsed response • ask and answer a simple and familiar question with a response • express simple opinions such as likes, dislikes and preferences when asked <p>Joining in and responding</p> <ul style="list-style-type: none"> • repeat modelled words • listen and show understanding of single words through physical response <p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> • listen and identify specific words in songs and rhymes and demonstrate understanding • begin to join in with actions to accompany familiar songs, stories and rhymes 	<ul style="list-style-type: none"> • identify and note the main points and give a personal response <p>Joining in and responding</p> <ul style="list-style-type: none"> • repeat modelled short phrases • listen and show understanding of short phrases through physical response <p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> • join in with actions to accompany familiar songs, stories and rhymes • join in with words of a song or storytelling 	<p>Joining in and responding</p> <ul style="list-style-type: none"> • listen and show understanding of simple sentences containing familiar words through physical response • listen and understand the main points from short, spoken material • listen and understand the main points and <i>some</i> detail from short, spoken material <p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> • listen and identify rhyming words and specific sounds in songs and rhymes • follow the text of familiar songs and rhymes, identifying the meaning of words • read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling • follow the text of a familiar song or story 	<p>Joining in and responding</p> <ul style="list-style-type: none"> • listen and understand the main points and detail from short, spoken material • understand longer passages made up of familiar language in simple sentences • identify the main points and some details <p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> • follow the text of familiar songs and rhymes, identifying the meaning of words • read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling • follow the text of a familiar song or story • follow the text of a familiar song or story and sing or read aloud • understand the gist of an unfamiliar story or song using familiar language and sing or read aloud
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Speaking

Year 3

Year 4

Year 5

Year 6

<p>Phrases and conversations</p> <ul style="list-style-type: none"> • name objects, actions and link words with a simple connective • use familiar vocabulary to say a short sentence using a language scaffold • begin to speak about everyday activities and interests • refer to recent experiences or future plans • use short phrases to give a personal response • say simple familiar words to describe people, places, things and actions using a model • say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold <p>Pronunciation and intonation</p> <ul style="list-style-type: none"> • identify individual sounds in words and pronounce accurately when modelled • start to recognise the sound of some letter strings in familiar words and pronounce when modelled • begin to adapt intonation to ask questions or give instructions 	<p>Phrases and conversations</p> <ul style="list-style-type: none"> • speak about everyday activities and interests • say one or two short sentences that may contain an adjective to describe people, places, things and actions • name nouns and present a simple rehearsed statement to a partner • present simple rehearsed statements about themselves, objects and people to a partner • present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people <p>Pronunciation and intonation</p> <ul style="list-style-type: none"> • adapt intonation to ask questions or give instructions • show awareness of accents, elisions and silent letters • begin to pronounce words appropriately 	<p>Phrases and conversations</p> <ul style="list-style-type: none"> • express a wider range of opinions and begin to provide simple justification • say a longer sentence using familiar language • use familiar vocabulary to say several longer sentences using a language scaffold • refer to everyday activities and interests, recent experiences and future plans • present a range of ideas and information, using prompts, to a partner or a small group of people <p>Pronunciation and intonation</p> <ul style="list-style-type: none"> • pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words 	<p>Phrases and conversations</p> <ul style="list-style-type: none"> • vary language and produce extended responses • hold a simple conversation with at least 3-4 exchanges without prompts • use knowledge of grammar to adapt and substitute single words and phrases • manipulate familiar language to present ideas and information in simple sentences • present a range of ideas and information, without prompts, to a partner or a group of people <p>Pronunciation and intonation</p> <ul style="list-style-type: none"> • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules • adapt intonation, for example to mark questions and exclamations
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Reading and Responding			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • read and show understanding of familiar single words • use strategies for memorisation of vocabulary • make links with English or known language to work out the meaning of new words 	<ul style="list-style-type: none"> • read and show understanding of simple phrases and sentences containing familiar words • use context to predict the meaning of new words • read and understand short texts using familiar language 	<ul style="list-style-type: none"> • read and show understanding of simple sentences containing familiar and some unfamiliar language • read and understand the main points from short, written material • use a bilingual paper/online dictionary to find the meaning of unfamiliar 	<ul style="list-style-type: none"> • read and understand the main points and some detail from short, written material • use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)

<ul style="list-style-type: none"> • identify and note the main points and give a personal response • use a bilingual dictionary or glossary to look up new words 	<ul style="list-style-type: none"> • identify and note the main points and give a personal response on a passage • begin to read independently 	words and phrases in [language] and in English	<ul style="list-style-type: none"> • read independently
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Writing

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • write single familiar words/phrases from memory • copy simple familiar words to describe people, places, things and actions using a model • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> • replace familiar vocabulary in short phrases written from memory to create new short phrases • write 1-2 simple sentences that may contain an adjective to describe people, places, things and actions • write 2-3 short sentences on [topic] say what they like and dislike about [topic] 	<ul style="list-style-type: none"> • write several sentences from memory with familiar language with increased accuracy • replace vocabulary in sentences written from memory to create new sentences with increased accuracy • manipulate familiar language to describe people, places, things and actions, possibly using a dictionary 	<ul style="list-style-type: none"> • write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold • use a wider range of descriptive language in descriptions of people, places, things and actions • write a paragraph of about 3-4 simple sentences • use a dictionary or glossary to check words they have learnt

Grammar

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English • recognise cognates • name the gender of nouns • name the indefinite and definite articles for both genders and use correctly • say how to make the plural form of nouns • name the first and second-person singular subject pronouns • use the correct form of some regular and high frequency verbs in the 	<ul style="list-style-type: none"> • name the third-person singular subject pronouns • use the present tense of some high frequency verbs in the third person singular • use a simple negative form • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use • recognise and use the first-person possessive adjectives • recognise a high frequency verb in the past tense and in the simple future and use as a set phrase 	<ul style="list-style-type: none"> • identify word classes • demonstrate understanding of gender and number of nouns and use appropriate determiners • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence • name and use a range of conjunctions to create compound sentences • use some adverbs • demonstrate the use of first, second and third-person singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement 	<ul style="list-style-type: none"> • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular - explain how it's formed • recognise and use the first and third person singular possessive adjectives • recognise and use a range of prepositions • use the third person plural of a few high frequency verbs in the present tense • name all subject pronouns and use to conjugate a high frequency verb in the present tense

present tense with first and second person

- conjugate a high frequency verb in the present tense
- show awareness of subject-verb agreement
- use simple prepositions in sentences
- use the third person singular and plural of the verb 'to be' in the present tense

- explain and use elision and state the differences and similarities with English
- recognise and use the simple future tense of a high frequency verb and compare with English

- recognise and use a high frequency verb in the perfect tense - compare with English
- follow a pattern to conjugate a regular verb in the present tense
- choose the correct tense of a verb (past/present/ future) according to context