

Spanish Progression Map

| Unit Specific Knowledge & Skills | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p><u>Autumn 2 - I Am Learning Spanish</u> Pinpoint France and other Spanish speaking countries on a map of the world. Ask and answer the question 'How are you?' in Spanish. Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish. Count to ten in Spanish. Say ten colours in Spanish.</p> <p><u>Spring 2 - Animals</u> Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article /determiner. Understand better that articles/determiners have more options in Spanish than they do in English.</p> <p><u>Summer 2 - Fruits</u> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike.</p> | <p><u>Autumn 2 - The Weather</u> Repeat and recognise the vocabulary for weather in Spanish. Ask what the weather is like today. Say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols.</p> <p><u>Spring 2 - Family</u> Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, with the option of reaching 100, enabling students to say the age of various family members.</p> <p><u>Summer 2 - At the Cafe</u> Order from a selection of foods from a Spanish menu. Order from a selection of drinks from a Spanish menu. Order a Spanish breakfast. Order typical Spanish snacks. Ask for the bill. Remember how to say hello, goodbye, please and thank you</p> | <p><u>Autumn 2 - Do you have a pet?</u> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the conjunction</p> <p><u>Spring 2 - Clothes</u> Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p> <p><u>Summer 2 - In Class</u> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.</p> | <p><u>Autumn 2 - What's the Date?</u> Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</p> <p><u>Spring 2 - At School</u> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in Spanish. Say what time they study certain subjects at school</p> <p><u>Summer 2 - Weekend</u> Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.</p> |

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| General Skills | Listening | | | |
| | Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught. | Learn to listen to longer passages and understand more of what they hear by picking out key words and phrases covered in current and previous units. | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| | Speaking | | | |
| | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate |
| | Reading | | | |
| | Read familiar words and short phrases accurately by applying knowledge from the units taught. Understand the meaning of English of short words read in Spanish. | Read aloud short pieces of text applying knowledge learnt in the units. Understand most of what we read in Spanish when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. | Be able to tackle unknown language with increased accuracy. Decode unknown language using bilingual dictionaries. |
| | Writing | | | |
| | Write familiar words and short phrases using a model vocabulary list (e.g. 'I like apples') | Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate (e.g. My name, where I live and my age). | Write a paragraph using familiar language incorporating conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives (e.g. : My name, my age, where I live, a pet I have, a pet I don't have and my pet's name). | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives (e.g.) A presentation or description of a typical school day including subjects, time |