St William of York Catholic Primary School

Progress in Skills: **Spanish (Speaking/ Listening and Writing)**

	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding	Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response.	Listen and show understanding of longer sentences through physical response.	Listen and show understanding of more complex familiar sentences.	Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Listen and identify rhyming words and particular sounds in songs and rhymes.	Listen and identify words in songs and rhymes and demonstrate understanding.	Follow the text of familiar rhymes and songs identifying the meaning of words.	Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.
Engage in conversations; ask and answer	Answer and begin to ask some familiar questions using simple, rehearsed language and including opinions.	Ask and answer several simple and familiar questions with a rehearsed response including opinions and simple justifications.	Ask and answer more complex familiar questions with a scaffold of responses.	Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help.

questions; express opinions and respond to those of others; seek clarification and help				
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Name objects and actions and link words with a simple connective.	Use familiar vocabulary to say simple sentences using a language scaffold.	Use familiar vocabulary to say more complex sentences using a language scaffold.	Manipulate language to create and say sentence of own choice using familiar language.
Present ideas and information orally to a range of audiences	Name nouns and present a rehearsed simple statement.	Make simple rehearsed statements about themselves, objects and people.	Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.	Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.
Appreciate stories, songs, poems and rhymes in the language	Join in with actions and words to accompany familiar songs, stories and rhymes.	Say a simple rhyme from memory; join in with words of a song or storytelling.	Follow the simple text of a familiar song or story and sing or read aloud.	Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Read and recognise some phonemes in familiar words and pronounce when modelled, observing silent letter rules.	Read and pronounce familiar words accurately using knowledge of phonemes; observing silent letter rules.	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules.	Predict the pronunciation of unfamiliar words, with increasing accuracy in a series of sentences.
Read carefully and show understanding of words, phrases and simple writing.	Read and show understanding of familiar words and simple phrases.	Read and show understanding of familiar longer sentences.	Read and show understanding of a complex sentence using familiar language.	Read and show understanding of a series of complex sentences using familiar language.
Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a [digital] dictionary	Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.	Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.	Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.	Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context
Describe people, places, things and actions orally and in writing.	Write and say familiar words and simple phrases to describe people, places, things and actions using a model.	Write and say a sentence to describe people, places, things and actions using a language scaffold.	Write and say longer sentences to describe people, places, things and actions using a language scaffold.	Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.

Write words from memory and adapt these to create new sentences, to express ideas clearly.	Write familiar single words from memory with understandable accuracy.	Write simple familiar short phrases/sentences from memory with understandable accuracy.	Write familiar longer sentences from memory with understandable accuracy.	Write familiar long/complex sentences from memory changing words to create new sentences with understandable accuracy.
Understand basic grammar appropriate to the language being studied	Be aware of the form of word classes – nouns, adjectives [including agreement with masculine and feminine singular], adverbs, verbs [including the imperative] and connectives, definite and indefinite articles [singular and plural] and be aware of similarities in English.	Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1st and 2nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns; state the position of most adjectives and demonstrate use; construct a simple sentence with a noun, verb and adjective; use sentences in the negative form. State the differences and similarities with English. Use connectives and prepositions.	Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3rd person singular (plural) of regular and high frequency verbs; name the words for the definite article and use correctly; explain the agreement of possessive pronouns with the linked noun and demonstrate use; apply correct rules of use when combining prepositions + articles [eg: Fr. De + le = du/Sp. De + el = del]; construct more complex sentences; make a positive sentence negative; explain and use elision. State the differences and similarities with English.	Demonstrate the knowledge and use of grammar in sentences: word classes; gender of nouns, definite article [and elision] and indefinite article [and its omittance for jobs], plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense; the use of reflexive verbs and the imperfect form; the position and agreement of adjectives; negatives; the construction of simple and complex sentences. State the differences and similarities with English.