



Modern Foreign Languages - Spanish  
Progression of Learning



|                      | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 4                                                                                                                              | Year 5                                                                                                              | Year 6                                                                                                                   |
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| <b>NC Objectives</b> | <ul style="list-style-type: none"><li>- Listen attentively to spoken language and show understanding by joining in and responding.</li><li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>- Present ideas and information orally to a range of audiences.</li><li>- Read carefully and show understanding of words, phrases and simple writing.</li><li>- Appreciate stories, songs, poems and rhymes in the language.</li><li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>- Describe people, places, things and actions orally and in writing Languages – key stage 2.</li><li>- 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.</li></ul> |                                                                                                                                     |                                                                                                                     |                                                                                                                          |
| <b>Listening</b>     | Repeat words modelled by teacher, show understanding with an action.<br><br>Children can understand and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action or verbal response). | Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. | Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. |

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|                 | <p>respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>                                                                                                                                                                                                                    | <p>Identify key/known words in an 'authentic' conversation or a short story.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>                                                                                  | <p>Children can understand the main points and some of the detail of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>                                                                                                                                                                             | <p>Children can understand a short passage made up of familiar words and basic phrases.</p>                                                                                                                                                                                |
| Spoken Language | <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating words and phrases.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> | <p>Use common phrases.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p> <p>Children can and perform short role plays on a familiar topic, with several exchanges and secure pronunciation.</p> | <p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (with or without written support) within a familiar topic, with good pronunciation.</p> <p>For example, they can conduct a short prepared interview with a partner discussing musical instruments and preferred musical genres.</p> | <p>Engage in short scripted or improvised conversations. Children can speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p> <p>Children can ask and answer simple questions on a few familiar topics.</p> |

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| <p><b>Reading</b></p> | <p>Begin to recognise written vocabulary/ single words.</p> <p>Begin to recognise written phrases which they have previously learnt.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p> | <p>Begin to recognise simple written phrases.</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>            | <p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of the main points and some of the detail of a piece of writing based on the current topic.</p> <p>Read simple short passages on the current topic and answer questions on what they have read.</p> <p>Children can recognise spelling patterns and accurately pronounce some unfamiliar words.</p> | <p>Begin to use dictionaries or word lists to find the meaning of unknown words and to translate own ideas.</p> <p>Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> |
| <p><b>Writing</b></p> | <p>Copy simple vocabulary.</p> <p>Children can write some single words from memory, with plausible spelling.</p>                                                                                                                           | <p>Children can write simple words and several short phrases from memory using vocabulary and sentence models that they have first practised orally.</p> | <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>                                                                                                                                                                                                                                                                  | <p>Adapt taught phrases to create new sentences.</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>                                                                                                                                |

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|                   |                                                                                                                                                                                                                                                                      | Children use understandable spelling.                                                                                                                                                                  | Children can write compound sentences using conjunctions (because, and, but)                                                               |                                                                                                                                                                                                                                                  |
| <b>Grammar</b>    | <p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can understand that adjectives may have a different position in a sentence.</p> <p>Can use the high-frequency verb forms (I have, I want, I like, it is, there is/are).</p> | <p>Can use indefinite and definite articles with singular nouns.</p> <p>Use different pronouns when speaking (1st, 2nd, 3rd person singular)</p> <p>Recognise and understand adjectival agreement.</p> | <p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>       | <p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Can form a negative sentence using familiar high frequency verbs (I don't have, I don't want, I don't like, there isn't/aren't any ..)</p> |
| <b>Vocabulary</b> | <p>Use polite greetings and forms of address.</p> <p>Can recognise and use numbers up to 20.</p> <p>Can answer personal questions such as</p>                                                                                                                        | <p>Can recognise and use numbers up to 31.</p> <p>Can say how they travel to school.</p> <p>Can describe the weather and say what they would wear at</p>                                               | <p>Can recognise and use numbers to 60.</p> <p>Discuss musical instruments and music styles, including giving and justifying opinions.</p> | <p>Can use numbers to 100 and recognise higher numbers.</p> <p>Can describe themselves and others (physical descriptions and some character adjectives).</p>                                                                                     |

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|  | <p>saying their name, age and where they live; recognise some questions words such as "what/where/how many?"</p> <p>Recognise and use some adjectives (colours, size).</p> <p>Ask politely for several items of food, saying please and thank you.</p> <p>Name items of winter clothing.</p> <p>Name and introduce family members and pets.</p> | <p>different times of the year.</p> <p>Say where they live (town, countryside, in a house/apartment).</p> <p>Discuss sports and hobbies using verbs "Hago/juego" - I do / I play</p> <p>Discuss their feelings in more detail.</p> <p>Review naming parts of the body and describe a visit to the doctor.</p> <p>Use adjectives to describe and compare farm and wild animals.</p> | <p>Describe a trip to the beach Know days, months and seasons.</p> <p>Order food in a restaurant and read and understand a recipe for a traditional Spanish dish.</p> <p>Recognise names and find locations of Spanish speaking countries, including looking at one or two in more detail, including geographical features and customs.</p> | <p>Can tell the time (whole hours and half past).</p> <p>Can say what subjects they study at school and express and justify opinions about these subjects; can name contents of school bag.</p> <p>Can use reflexive verbs (1st person) to discuss their daily routine.</p> <p>Can discuss travel and compare buildings and landmarks in a major Spanish town to those in our home town.</p> |
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|                                        | Autumn Term                                          | Spring Term       | Summer Term                                                                                    |
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| Cultural Capital and Wider Experiences | 12 <sup>th</sup> October - Hispanic Day/Columbus Day | Spanish Day - TBC | 7 <sup>th</sup> July - Running of the bulls<br>August - La Tomatina<br>International Day - TBC |