



Spanish – progression in knowledge and skills

National curriculum statutory coverage for Key Stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.

Progression of language knowledge and skills

	Speaking	Listening	Reading	Writing	Grammar
Year 3	<p>To speak in <i>Spanish</i> using words and short phrases.</p> <p>To sing simple songs in <i>Spanish</i>.</p>	<p>To understand and respond to simple spoken classroom commands (reliance on gestures and repetition).</p> <p>To pronounce words accurately using a model.</p>	<p>To show understanding of simple written words and sentences given in a familiar context.</p> <p>To read and understand a simple story using cognates and know language to support understanding, e.g. <i>¿Dónde está Spot?</i></p>	<p>Copy <i>Spanish</i> words and phrases accurately.</p>	<p>To understand the concept of feminine and masculine nouns and use their articles accurately.</p>
Year 4	<p>To speak and respond in <i>Spanish</i> using a range of set phrases and vocabulary.</p>	<p>To understand a range of familiar statements initially following a model and/or language structures.</p> <p>To pronounce words accurately using a model.</p>	<p>To show understanding of simple written words and sentences on a wider range of topics given in a familiar context.</p> <p>To read and understand a story using cognates and know language to support understanding, e.g. <i>La Oruga Muy Hambrienta</i></p>	<p>To write a range of known set phrases accurately.</p>	<p>To understand the position of the majority of adjectives in a sentence.</p> <p>To understand how to pluralise nouns with the correct article.</p>
Year 5	<p>To speak and respond in <i>Spanish</i> at greater length using set phrases and vocabulary, and adapt phrases with known vocabulary.</p>	<p>To understand short passages of spoken text and respond (to include information such as opinions, numbers and explanations).</p> <p>To use knowledge of familiar words to pronounce new vocabulary.</p>	<p>To show understanding of simple sentences and short passages of known topics.</p> <p>To use a basic bilingual dictionary.</p> <p>To read and understand a range of short texts on a variety of topics.</p>	<p>To write a short passage of known language accurately including simple additional details (e.g. adjectives).</p>	<p>To understand the basic conjugation of some high frequency <i>Spanish</i> verbs in the present tense, e.g. hablar/hablo/hablas</p>

Year 6	To take part in simple conversations using knowledge of vocabulary and grammar to adapt phrases and questions.	<p>To understand longer passages of spoken text and respond giving relevant detail (to include information such as opinions, numbers and explanations).</p> <p>To use knowledge of familiar words to pronounce new vocabulary.</p>	<p>To show understanding of simple sentences and short passages of known topics, including more complex detail such as opinion and tense.</p> <p>To read and understand a range of short texts on a variety of topics.</p>	<p>To write a short passage of known language accurately including simple additional details (e.g. adjectives).</p> <p>Use grammar knowledge to adapt known structures to new contexts.</p>	To understand the basic conjugation of some high frequency and some irregular <i>Spanish</i> verbs in the present tense, e.g. tener/tengo/tienes
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