**Spanish Skills and Progression – KS2**

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| National Curriculum | **Skills** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils should be taught to:   * Listen attentively to spoken language and show understanding by joining in and responding | Listening | Listen, read and show understanding of single words. | Listen, read and show understanding of short phrases | Listen, read and show understanding of more complex familiar phrases and sentences | Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words. |
| Pupils should be taught to:   * 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 | Pronunciation | Recognise Spanish letter sounds and patterns of Spanish and apply them to pronounce familiar and new words | Read aloud familiar short sentences with fairly accurate pronunciation applying Spanish sounds | Read aloud familiar sentences with increasingly accurate pronunciation and intonation | Read aloud familiar and unfamiliar words with good and accurate pronunciation |
| Pupils should be taught to:   * 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 | Speaking/holding a conversation | Understand and answer a familiar question | Ask and answer several familiar questions | Ask and answer more complex familiar questions | Take part in and initiate short conversations using familiar questions to elicit and express opinions |
| Pupils should be taught to:   * Read carefully and show understanding of words, phrases and simple 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 to build sentences; and how these differ from or are similar to English | Reading | Find the meaning of a word in a word list and bilingual dictionary | Translate words using a bilingual dictionary | Use a bilingual dictionary to find words including nouns, adjectives and verbs and manipulate them according to gender and number | Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs and manipulate them according to gender and number |
| Pupils should be taught to:   * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * Appreciate stories, songs, poems and rhymes in the language | Patterns and sounds | Join in with songs, rhymes and stories by using actions and words | Join in with the words of familiar songs, rhymes and stories, some from memory | Follow a longer text | Read aloud with fluency |
| Pupils should be taught to:   * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Vocabulary | Suggest and use strategies to memorise vocabulary and structures | Suggest and use strategies to memorise vocabulary including making connections with other languages | Suggest and use strategies to memorise vocabulary including making connections with other languages | Decode unfamiliar texts using language skills, context and/or a bilingual dictionary |
| Pupils should be taught to:   * 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 | Writing | Write and say a short sentence using familiar singe words and a connective with support | Write and say single phrases to describe people, places, things and actions using a language scaffold sometimes without support | Write and say longer complex sentences including subordinate clauses to describe people. Places, things and actions by adapting a model and increasingly without support | Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support and using a bilingual dictionary to add new vocabulary |