SPANISH SKILLS PROGRESSION DOCUMENT



Purpose of Learning a foreign language at primary school:

It is a liberation from insularity, provides an opening to other cultures and should foster pupils' curiosity and understanding of the world.
It should also provide opportunities for them to communicate for practical purposes and learn new ways of thinking.
Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

National Curriculum aims for KS2 language:

The national curriculum for languages aims to ensure that all pupils:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied.



		KS2 skills	Year 3	Year 4	Year 5	Year 6
Listening skills	**L1**	**Listen attentively and show understanding by joining in and responding**	Joins in confidently with most of the actions in songs, stories and rhymes.	Says / sings short, familiar rhymes or songs from memory. Listens and recognises the meaning of simple sentences.	Joins in readily with simple songs and stories, showing the ability to remember language. Listens and understands the meaning of complex sentences made up of familiar language.	Listens to and understands complex sentences, answering questions or identifying key information.
	L2	**Link the spelling, sound and meaning of words**	Recognises the written form and meaning of most known vocabulary from the spoken word.	Matches sound to written text and recognises the meaning of familiar language.	Follows the text of a familiar song or story with more detailed language and sings or reads aloud. Understands most of the words.	Follows and understands a song or story with more complex language.
Speaking skills	**S1**	**Ask and answer questions**	Can answer most questions confidently (e.g. greetings, name, age, how you are today, favourite colour / animal)	Asks and answers a few familiar questions with little support.	Asks and answers a variety of questions with support. Expresses likes and dislikes, some opinions and reasons and asks 'do you like ?' and 'why do you / don't you like?' Signals a problem, asks for help and gives additional details when asked.	Engages in short conversations using familiar language. Expresses likes and dislikes, some opinions and reasons and asks 'do you like' and 'why do you / don't you like?' signals a problem, asks for help and gives additional details when asked.
	S2	**Speak in sentences**	Uses 'I have' 'it is' and 'I like' to form simple sentences. Uses gestures confidently to reinforce simple punctuation, i.e. comma and full stop.	Uses more complex sentences. Signals a problem and asks for help ' i have a problem' 'can you help me?'	Speaks using some complex sentences e.g. noun, adjectives, verb, adverbial phrase/ conjunction.	Says complex sentences, using 'because' and other subordinating conjunctions.
	S3	**Describe people, places, things and actions orally (to a**	Can adapt model sentences to describe things (nouns + adjectives) joins in confidently with re-telling.	Speaks in simple sentences, including nouns and adjectives.	Uses sentences using details to describe (e.g. adjective of size and opinion / colour of rooms).	Speaks using complex sentences e.g. with a subordinate clause.



		range of audiences)				
Reading skills	**R1**	**read and show understanding of words, phrases and simple texts**	Reads and recognises most familiar vocabulary.	Reads and understands simple sentences, including noun and adjectives.	Reads and understands complex sentences e.g. noun, adjectives, verb, adverbial phrase / conjunction.	Reads and understands some complex sentences e.g. with a subordinate clause.
	R2	**appreciate stories, songs, poems and rhymes in the language**	Enjoys participating in stories, songs and poems and shows the ability to retain some of the words through repetition.	Enjoys participating in stories, songs & poems and shows the ability to retain some of the words through repetition.	Enjoys listening to / watching target language stories, songs etc. and is able to pick out and understand familiar words.	Enjoys listening to / watching target language stories, songs etc. and is able to pick out and understand familiar words.
	R3	**read aloud with accurate pronunciation**	Can make links to phonics and pronounce familiar words well, and some unfamiliar words, when prompted by the teacher.	Reads familiar words with good pronunciation.	Reads aloud confidently familiar words observing particular pronunciation rules (e.g. silent letters, accent/stress markers etc.) and some unknown cognates.	Pronounces some unfamiliar words in a sentence using phonic knowledge.
	R4	**understand new words that are introduced into familiar written material**	Responds well to teacher questioning / prompting to understand new words, e.g. If this means X, what could Y mean?	Understands some new words introduced into familiar text, especially but not exclusively if they are cognates.	Demonstrates the ability to use cognates, logic and some grammatical understanding to decode the meaning of some new words.	Understands new words in short, familiar texts, using a range of strategies.
	R5	**use a dictionary**	Uses a glossary to seek meaning.	Uses a bilingual dictionary with support to seek meaning.	Knows: 1) the parts of the dictionary 2) what the codes (nf, nm etc.) mean Is confident with alphabetical order and can find the meanings of new words.	Uses a dictionary to research new nouns and adjectives and use them actively in sentences with some success.



***Writing* skills**	**W1**	**write words and phrases from memory**	Writes some known words and short phrases from memory with understandable spelling.	Writes a few simple sentences from memory with understandable accuracy.	Writes some simple and a few complex sentences (sometimes from memory, sometimes with a scaffold) e.g. first letter cues for each word) with understandable accuracy.	Writes simple and some complex familiar sentences from memory with understandable accuracy.
	W2	**adapt phrases to create new sentences**	Substitutes and adapts noun-adjective in simple sentences. e.g. using a poem and change some nouns .	Uses a model including words and short phrases to create new versions (e.g. weather forecast)	Adapts a range of simple and complex sentences to create new sentences.	Uses a model paragraph to produce a new paragraph with good accuracy.
	W3	**describe people, places, things and actions in writing**	Can follow and adapt a model to create a few short phrases with nouns and adjectives, creating for example a mini-book.	Writes some simple sentences with nouns and adjectives, which may / may not be placed correctly.	Writes a variety of sentences to describe using a wider range of adjectives.	Writes some complex sentences e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary, with some success.
Grammar	**G1**	**Gender of nouns - definite and indefinite articles**	Usually uses the correct indefinite article in practice activities – independent use is more variable.	Understands the meaning of indefinite / definite articles in singular and plural, some inaccuracy in own use.	Demonstrates awareness of different uses of articles in English and the target language and beginning to apply this.	Demonstrates a good grasp of the basic grammatical concepts encountered and applies them.
	G2	**Singular and plural forms of nouns**	Can recognise and say singular and plural nouns, differentiating between them.	Often uses singular and plural nouns correctly but may sometimes overlook.	Usually secure with use of singular and plural forms.	
	G3	**Adjectives (place and agreement)**	Able to place and agree some familiar adjectives correctly in practice activities.	Uses the familiar adjectives and noun combinations correctly in terms of place.	Agrees adjectives in reasons after 'because it is / they are', Remembering with some consistency to match number and gender.	
	G4	**Conjugation of key verbs (and making**	Uses variety of verbs but may confuse their meaning and use.	Uses negative structures with considerable success.	Uses a range of 1st person present tense verbs correctly, including negative forms.	Recognises the meaning of the subject pronouns and their matching verb endings in the



	verbs negative)				present tense. Uses a range of 1st person present tense verbs correctly.
G5	**Connectives and qualifiers, adverbs of time, prepositions of place**	Uses ‘and’ and ‘but’ with some confidence.	Understands the meaning of simple prepositions and conjunctions and uses them independently.	Incorporates days of the week and other time phrases into spoken and written expression, with some precision.	Uses subordinating connectives and qualifiers with good accuracy.

