



Knowledge and Progression in Spanish

Early Learning Goals	Can describe his/her relative position such as 'behind' or 'next to' • Recognises, creates and describes patterns •Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.					
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen and respond to simple Spanish songs and stories	Listen and respond to Spanish songs and stories; recognise key words and phrases	Show that they recognise words and phrases heard by responding appropriately, follow simple instructions and link pictures or actions to language, when listening to stories, rhymes or songs join in with repeated actions and identify particular phonemes and joining words.	Show understanding of a range of familiar spoken phrases, listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings, notice that the target language contains different phonemes and that some similar sounds may be spelt differently to English	Gain an overall understanding of an extended spoken text which includes some familiar spoken language summarising in English the key words heard from target language, identify different ways to spell key sounds and select the correct spelling of a familiar word	Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard Apply the knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Speaking	Learn and say five colours	Answer a simple question	Ask and answer simple questions, Repeat sentences heard and make simple adaptations to them, Use mostly accurate pronunciation and speak clearly when addressing an audience Use simple adjectives such as colours and sizes to describe things orally	Ask and answer a range of questions on different topic areas, Using familiar sentences as models make varied adaptations to create new sentences, Read aloud using accurate pronunciation and present a short learned piece for performance	Take part in conversations and express simple opinions giving reasons, Adapt known complex sentences to reflect a variation in meaning, Begin to use intonation to differentiate between sentence types, Create a short piece for presentation to an audience	Engage in longer conversations asking for clarification where needed, Create their own sentences using their knowledge of basic sentence structure, Use pronunciation and intonation effectively to accurately express meaning and engage an audience

Reading	Recognise names of colours, and numbers to five	Recognise some familiar words and phrases in written form, Read some familiar words with mostly accurate pronunciation, Learn and remember new words encountered in reading	Read a range of familiar phrases and sentences, recognising their meaning and reading them aloud accurately, Follow the written version of a text which they are listening to, Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues	Read aloud and understand a short text containing mostly familiar language using fairly accurate pronunciation, Learn a song or poem using a written text for support, Use dictionaries to extend vocabulary on a given topic to develop their ability to use different strategies to work out the meaning of unfamiliar words`	Read aloud and understand a short text containing unfamiliar words using accurate pronunciation, Attempt to read a range of texts independently using different strategies to make meaning, Use vocabulary learnt from different contexts and use dictionaries to find a wide range of words	Recognise names of colours, and numbers to five
Writing		Write the names of the primary colours	Write some simple words from memory, use simple adjectives to describe colours and sizes in writing, Record descriptive phrases	Write words and simple phrases from memory, Use a range of adjectives to describe things in more detail, Write descriptive sentences using a model but adding some words from memory.	Write phrases and some short sentences from memory, Use a wide range of adjectives to describe people and things. Use different verbs to describe actions	UWrite a range of phrases and sentences from memory and adapt them to write own sentences on a similar topic, Select appropriate adjectives to describe people, things, places and appropriate verbs to describe actions.Begin to use some adverbs
Grammar	Recognise verbs in songs	Recognise verbs and nouns	Recognise the main word classes, noun, adjectives and verbs, Understand that noun have different genders, Have an understanding of the usual word order in sentences	Recognise a wider range of word classes including pronouns and articles and use them accurately, Understand that adjectives may change form depending upon the noun, Recognise questions and negative sentences.	Know how to conjugate some high frequency verbs. Know how to make changes to an adjective in order for it to agree with the noun, Adapt sentences to form negatives and write questions.	Know how to conjugate a range of high frequency verbs. Understand how to use some adverbs. Have an awareness of similarities and differences in languages. Be able to use the future tense.