

Ursuline Catholic Primary School

Progression of Skills: Spanish



Cycle 1	Cycle 2	Cycle 3	Cycle 4	National Curriculum End of KS2 Programme Of Study Objective
Repeat words/simple phrases modelled by a teacher; listen and show understanding of single words/simple phrases through physical response.	Listen and show understanding of longer sentences through physical response.	Listen and show understanding of more complex familiar sentences.	Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.	[1] Listen attentively to spoken language and show understanding by joining in and responding.
Listen and identify rhyming words and particular sounds in songs and rhymes.	Listen and identify words in songs and rhymes and demonstrate understanding.	Follow the text of familiar rhymes and songs identifying the meaning of words.	Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.	[2] Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.
Answer and begin to ask some familiar questions using simple, rehearsed language and including opinions.	Ask and answer several simple and familiar questions with a rehearsed response including opinions and simple justifications.	Ask and answer more complex familiar questions with a scaffold of responses.	Engage in a short conversation using familiar questions and express opinions. Ask for clarification and help.	[3] Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help.
Name objects and actions and link words with a simple connective.	Use familiar vocabulary to say simple sentences using a language scaffold.	Use familiar vocabulary to say more complex sentences using a language scaffold.	Manipulate language to create and say sentence of own choice using familiar language.	[4] Speak in sentences using familiar vocabulary, phrases and basic language structures.
Name nouns and present a rehearsed simple statement.	Make simple rehearsed statements about themselves, objects and people.	Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.	Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.	[5] Present ideas and information orally to a range of audiences.

Join in with actions and words to accompany familiar songs, stories and rhymes.	Say a simple rhyme from memory; join in with words of a song or storytelling.	Follow the simple text of a familiar song or story and sing or read aloud.	Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.	[6]Appreciate stories, songs, poems and rhymes in the language.
Read and recognise some letter strings in familiar words and pronounce when modelled, observing silent letter rules (applicable in French)	Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules.	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules (applicable in French)	Predict the pronunciation of unfamiliar words, with increasing accuracy in a series of sentences.	[7] Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Read and show understanding of familiar single words and simple phrases.	Read and show understanding of familiar longer sentences.	Read and show understanding of a complex sentence using familiar language.	Read and show understanding of a series of complex sentences using familiar language.	[8] Read carefully and show understanding of words, phrases and simple writing.
Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.	Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.	Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.	Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context	[9] Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a [digital] dictionary.
Write and say simple familiar words and phrases to describe people, places, things and actions using a model.	Write and say a longer sentence to describe people, places, things and actions using a language scaffold.	Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.	[10] Describe people, places, things and actions orally and in writing.
Write single familiar words from memory with understandable accuracy.	Write simple familiar short phrases from memory with understandable accuracy.	Write familiar complex sentences from memory with understandable accuracy.	Write familiar complex sentences from memory changing words to create new sentences with understandable accuracy.	[11] Write words from memory and adapt these to create new sentences, to express ideas clearly.
Be aware of the form of word classes – nouns, adjectives [including agreement with masculine and feminine singular], adverbs, verbs [including the imperative] and connectives, definite and indefinite articles [singular and plural] and be aware of similarities in English.	Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1 st and 2 nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1 st and 2 nd	Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3 rd person singular (plural) of regular and high frequency verbs; name the words for the definite article and use	Demonstrate the knowledge and use of grammar in sentences: word classes; gender of nouns, definite article and indefinite article, plural of nouns; 1 st , 2 nd and 3 rd person pronouns with regular and high frequency verbs in present tense; the use of reflexive verbs and the imperfect	[12] Understand basic grammar appropriate to the language being studied

person pronouns; state the position of most adjectives and demonstrate use; make a positive sentence negative; construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English. Use of connectives and prepositions.

correctly; explain the agreement of possessive pronouns with the linked noun and demonstrate use; construct more complex sentences. State the differences and similarities with English.

form; the position and agreement of adjectives; negatives; the construction of simple and complex sentences. State the differences and similarities with English.