



Rushbury C of E Primary School

Spanish Knowledge and Skills Progression - Year A

Class	Term	Scheme of Work	Listening and Speaking/Oracy	Reading and Writing Literacy	Grammar
Gretton	Autumn	Getting to Know You	To greet people in different ways. To exchange names in French. To discuss how I am feeling. To recognise and repeat sounds and words accurately.	To choose appropriate phrases for the situation To apply my knowledge to make sentences	
		All About Me	To listen and respond to instructions. To read, listen and respond to vocabulary. To understand and respond to action words. To listen to and copy pronunciation of colour words accurately. To ask and answer what is 'there'. To have a simple conversation about clothes.		To use simple conjunctions to link vocabulary for clothes and accessories. To recognise masculine and feminine clothing nouns.
Gretton	Spring	Food Glorious Food	To follow a familiar story in French.	To use determiners for identifying quantities in making polite requests. To use the definite article when generalising.	To begin to understand that adjective spelling depends on number and gender. To use a range of grammar structures to practise a set of vocabulary groups.

				<p>To describe the colour(s) of an object by modifying adjectives.</p> <p>To begin to place adjectives appropriately before or after the noun they modify.</p>	
		Family and Friends	<p>To develop strategies for remembering new language.</p> <p>To recognise and repeat sounds and words with increasing accuracy.</p> <p>To make links between known and new structures.</p> <p>To use French pronunciation of the alphabet to spell words.</p> <p>To use songs or rhymes to help me remember new language.</p>	<p>To present a picture of family members using possessive adjectives.</p> <p>To make new sentences about homes by substituting different vocabulary.</p>	<p>To match subject and verb correctly when talking about pets. To use a range of vocabulary to create different sentences.</p>
Gretton	Summer	Our School	<p>To ask and explain where things are in the classroom.</p> <p>To describe the contents of my pencil case.</p> <p>To express opinions about school subjects.</p> <p>To listen to commands and follow instructions. To ask and answer questions about places in school.</p>	<p>To construct simple sentences to say what I like to do at school.</p>	

		Time	I can recognise and repeat sounds and words with increasing accuracy. I can recognise, say and respond to a set of vocabulary. I can listen, read and respond to a set of vocabulary.	I can use known language to present information about French festival dates.	I can begin to conjugate the verb 'to be' for past and future tense. I can speak in sentences using known vocabulary and grammar.
Stanway	Autumn	Getting to Know You	I can demonstrate my skills and knowledge in a variety of ways. I can select the appropriate form of a word for the context. I can remember appropriate language to express my ideas.	I can use appropriate pronunciation to help others understand me better.	I can use the simple future tense. I can use the near future tense.
		All About Ourselves	To recognise and use different vocabulary related to body parts. To use the verb 'porter' to describe what someone is wearing. To explain what is wrong when your feeling unwell.	To apply my knowledge of sentence structure and vocabulary to describe adjectives.	To use adjectives to describe features. To apply my knowledge of French adjectives to describe feelings.
Stanway	Spring	That's Tasty	I can ask and answer questions about drink choices.	I can interpret a chart written in French. I can write a sentence to express my choices. I can write sentences expressing my preferences.	I can use adjectives to describe nouns. I can use the correct French form for 'some'

		Family and Friends	I can recognise and repeat rhyming words in a song. I can vary my sentences by changing the vocabulary.	I can select suitable adjectives to describe a subject.	I can add detail to a sentence with an adjective. I can use a bilingual dictionary to translate unknown words. I can use coordinating conjunctions to create compound sentences.
Stanway	Summer	School Life	I can show that I understand the meaning of a sentence by saying whether it is true or false. I can ask and answer questions in French. I can ask and answer questions in French about what I can do in school. I can take part in a conversation with a partner and show it to my class.	I can say and write a sentence to answer a question.	I can use the pronouns 'il' and 'elle'.



Rushbury C of E Primary School

Spanish Knowledge and Skills Progression - Year B

Class	Term	Scheme of Work	Listening and Speaking/Oracy	Reading and Writing Literacy	Grammar
Gretton	Autumn	All Around Town	To listen carefully and pronounce unfamiliar words with increasing accuracy. To listen carefully, repeating and responding to key words and phrases. To use familiar sounds and spellings to help me recognise and learn new language.	To apply my knowledge to help me predict, say and spell new language. To select and present information to other people.	To use a bilingual dictionary to develop my vocabulary around a given topic.
		On the Move	To tell other people about types of transport. To use my knowledge of actions and directions to give instructions.	To use the verb 'to go' in a simple sentence. To recognise and pronounce a familiar spelling pattern in different words. To combine familiar language to create a new set of sentences.	To give a sentence subject-verb agreement.
Gretton	Spring	Going Shopping	I can express an opinion in French. I can ask and answer questions in French. I can take part in a role play, speaking in French.	I can change the French word for 'the' to the French word for 'some'. I can answer questions in a complete sentence.	I can use adjectives to describe nouns.

		Where in the World?	I can speak in a sentence to answer a question. I can speak in a complete sentence.	I can write a sentence and adapt it to create a new sentence.	I can distinguish masculine and feminine nouns and use the correct masculine/ feminine form of a preposition. I can use an English/ French dictionary to translate from English to French. I understand that because a continent is always feminine the preposition 'en' is always used for 'in'.
2	Summer	What's the time?	I can answer and ask about the TV schedule. I can read and interpret a school timetable. I can take part in a Maths lesson on counting and time, in French.	I can say and write a sentence to tell the time. I can say and write what time to do things.	
		Holidays and Hobbies	I can speak a sentence about going on holiday. I can answer a question about sports, orally and in writing. I can answer a question about hobbies, orally and in writing.	I can write answers to a question, in a sentence. I can speak a sentence describing the weather.	I can distinguish masculine and feminine nouns and use the correct masculine/ feminine form of a preposition.
Stanway	Autumn	Let's Visit a French Town	I can explain to someone why I do something. I can follow and respond to an audio presentation.	I can use French terms for mathematical activities.	I can show how verbs change depending on the subject. I can locate new vocabulary in a bilingual dictionary. I can identify and apply spelling patterns.
		All in a day	I can tell the time using French phrases to describe a.m. and p.m. times.	I can say and write a sentence to tell the time.	

				<p>I can read and interpret information charts written in French.</p> <p>I can read and interpret a school's weekly timetable.</p>	
Stanway	Spring	This is France	<p>I can use a chart to ask and answer questions.</p> <p>I can use the correct words for up to 8 compass points.</p>	<p>I can write a sentence using the correct form of 'de'.</p> <p>I can write about the landmarks of Paris.</p>	<p>I can use the correct form of etre – present or imperfect tense.</p> <p>I can use the correct form of adjectives.</p>
		Let's go shopping	<p>I can take part in role play, speaking in French.</p> <p>I can ask and answer questions in French.</p> <p>I can take part in role play, speaking in French.</p>	<p>I can read and interpret lists written in French.</p>	<p>I can use the correct form of positional language.</p> <p>I can use the correct form of adjective to describe nouns.</p>
Stanway	Summer	Time Travelling	<p>I can identify key information by listening for significant vocabulary.</p>	<p>I can make a simple sentence in the past tense.</p>	<p>I can use known vocabulary to help me identify new language in a sentence.</p> <p>I can recognise how verbs change according to the subject.</p> <p>I can apply previous learning about the passe compose to make a new sentence.</p>

Listening and speaking/Oracy	<p>KS2 Languages National Curriculum</p> <p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum</p> <p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in Spanish; c listen and understand the main points and some detail from short, spoken material in Spanish.
	<p>KS2 Languages National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.

	<p>KS2 Languages National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>KS2 Languages National Curriculum</p> <p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
	<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum</p> <p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

