

# Spanish

## Progression of Skills & Knowledge

### Condensed

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How is the **Spanish** scheme of work organised?

# Progression of Skills & knowledge

## Phonics

### Year 3

#### Knowledge

- To know the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, g, j, ñ, d, b, v and y
- To know that some letters carry accents.
- To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon).

### Year 4

#### Knowledge

- To identify sounds created by linking some of the key phonemes.

### National curriculum - end of KS2

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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.

# Progression of Skills & knowledge

## Phonics

### Year 5

#### Knowledge

- N/A

### Year 6

#### Knowledge

- To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.

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# Progression of Skills & knowledge

## Grammar

### Year 3

#### Knowledge

##### Feminine and masculine forms: Nouns

- To know that every Spanish noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article un or una.
- To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o.
- To know that the ending of a noun can change when the noun is in the plural form.
- To know that most nouns in Spanish become plural by adding an 's' at the end, as in English.

##### Feminine and masculine forms: Adjectives

- To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat.

##### Verbs (including conjugation and negation)

- To know some common verbs in the present tense.
- To know that placing no before the verb makes it negative.

##### Key features and patterns of the language

- To know that, in Spanish, as well as question/ exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes?/ ¡Muy bien!
- To know that the word order is sometimes different in Spanish compared to English.
- To know that we can use conjunctions such as y (and) and pero (but) to join clauses.

### Year 4



## Knowledge

### Feminine and masculine forms: Nouns

- To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns.
- To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns.
- To know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator.

### Feminine and masculine forms: Adjectives

- To know that the ending of an adjective often changes according to the gender of the noun it describes.
- To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.

### Verbs (including conjugation and negation)

- To know some common verbs in the present tense.
- To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'.
- To know that me gusta + infinitive of a verb describes what you like to do.
- To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir.\*
- To know that está is another way of saying 'it is' and is used to describe position.

### Key features and patterns of the language

- To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno.
- To know that numbers such as dieciseis in Spanish are basically a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno.
- To begin to recognise some prepositions in Spanish.
- To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en tren - by train, whereas a is usually used when you are not getting into a form of transport e.g. a pie - on foot.

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# Progression of Skills & knowledge

## Grammar

Year 5

## Knowledge

### Feminine and masculine forms: Nouns

- To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns and, la for feminine singular nouns.
- To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns.
- To know that plural nouns referring to nouns of mixed gender always take the masculine form.
- To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone.

### Feminine and masculine forms: Adjectives

- To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.

### Verbs (including conjugation and negation)

- To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir.
- To know that the ending of verbs change according to the subject.
- To know how to form the first person, second person and third person of the verb vivir.
- To know how to form the first person, second person and third person of the verb tener, llamarse and gustar.

### Key features and patterns of the language

- To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre (the father of my mother).
- To know that para is a preposition that, when followed by an infinitive, means 'in order to'.

## Year 6

## Knowledge

Feminine and masculine forms: Nouns

- N/A

Feminine and masculine forms: Adjectives

- To know that the ending of an adjective often changes according to the gender and number of the noun it describes.

Verbs (including conjugation and negation)

- To know how to recognise the first person, second person and third person of common verbs.
- To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.'
- To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado.
- To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun e.g. Me gustan los tomates.

Key features and patterns of the language

- To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules?  
¿Es Ana?

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# Progression of Skills & knowledge

## Language comprehension

### Year 3

#### Skills

- Listening and responding to single words and short phrases.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar Spanish words in written form.
- Beginning to understand and notice cognates.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary.

### Year 4

#### Skills

- Listening and responding to full sentences.
- Following a short text or rhyme, listening and reading at the same time.
- Recognising some familiar Spanish words when written in a short phrase.
- Identifying and discussing cognates and beginning to explore various language detective strategies.
- Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using contextual clues and cues to gist and make predictions about meanings.

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# Progression of Skills & knowledge

## Language comprehension

### Year 5

#### Skills

- Listening and responding to full sentences.
- Listening and selecting information from short audio passages to give an appropriate response.
- Identifying key information in simple writing.
- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Identifying and discussing cognates and beginning to explore various language detective strategies.
- Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using contextual clues and cues to gist and make predictions about meanings.
- Using a range of language detective strategies to decode new vocabulary including context and text type.

### Year 6

#### Skills

- Listening and selecting information from short audio passages to give an appropriate response.
- Identifying key information in simple writing.
- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.

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# Progression of Skills & knowledge

## Language production

### Year 3

#### Skills

- Asking and/or answering simple questions.
- Forming simple statements with information including the negative.
- Practising speaking with a partner.
- Listen to songs and rhymes in Spanish, repeating sounds and phrases to develop pronunciation and intonation.
- Beginning to notice common spelling patterns.
- Using short phrases to give information.
- Recognising and repeating phrases from familiar rhymes and songs.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.
- Introducing self to a partner with simple phrases.
- Rehearsing and performing a short role-play.
- Experimenting with simple writing, copying with accuracy.
- Recognising and using adjectives of colour and size.

### Year 4

## Skills

- Recognising and answering simple questions which involve giving personal information.
- Using a variety of conversational phrases.
- Listen to songs and rhymes in Spanish, repeating sounds and phrases to develop pronunciation and intonation.
- Beginning to notice common spelling patterns.
- Using a model to form a spoken sentence.
- Listening and repeating key phonemes with care.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.
- Introducing self to a partner with simple phrases.
- Selecting and writing short words and phrases.
- Using different adjectives with a singular noun, with correct positioning and agreement.
- Choosing appropriate adjectives from a wider range of adjectives.

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# Progression of Skills & knowledge

## Language production

### Year 5

#### Skills

- Forming a question in order to ask for information.
- Recognising and answering simple questions which involve giving personal information.
- Using a variety of conversational phrases.
- Beginning to predict spelling patterns.
- Speaking in full sentences using known vocabulary.
- Listening and repeating key phonemes with care.
- Speaking and reading aloud with increasing confidence and fluency.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.
- Rehearsing and performing a short role-play.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Speaking and reading aloud with increasing confidence and fluency.
- Creating and presenting a monologue, dialogue or role-play.
- Selecting and writing short words and phrases.
- Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers)
- Adapting model sentences to express different ideas.
- Writing a short text using a model or scaffold.
- Using adapted phrases to describe an object or person.

### Year 6

## Skills

- Forming a question in order to ask for information.
- Beginning to use conversational phrases for purposeful dialogue.
- Rehearsing and recycling extended sentences orally.
- Beginning to predict spelling patterns.
- Speaking in full sentences using known vocabulary.
- Listening and repeating key phonemes with care.
- Speaking and reading aloud with increasing confidence and fluency.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.
- Rehearsing and performing a short role-play.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Speaking and reading aloud with increasing confidence and fluency.
- Creating and presenting a monologue, dialogue or role-play.
- Adapting model sentences to express different ideas.
- Using adapted phrases to describe an object or person.
- Using adjectives with correct placement and agreement.

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# Progression of Skills & knowledge

## Cultural awareness

### Year 3

#### Knowledge

- To know that in Spanish there are formal and informal greetings.
- To know some playground games played in Spanish-speaking countries.
- To know about the architecture of Barcelona and Granada.
- To know the names of some of the cities in Spain.

### Year 4

#### Knowledge

- To know some similarities and differences between Mexican and British birthday celebrations.
- To know about some Spanish festivals happen throughout the year.
- To know about the location and wildlife of the Amazon.
- To know about different natural features of Peru.

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# Progression of Skills & knowledge

## Cultural awareness

### Year 5

#### Knowledge

- To know some typical Spanish food and drink.
- To know about the Spanish tradition of menú del día.
- To know about some Spanish festivals that happen throughout the year.
- To know that Sevillanas is a type of music and dance which originated in Spain.

### Year 6

#### Knowledge

- N/A

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