



## OBS SPANISH PROGRESSION (LANGUAGE ANGELS)

### KS2 NATIONAL CURRICULUM

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### **YEAR 3**

<b>LISTENING</b>	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.				
<b>SPEAKING</b>	Communicate with others using simple words and short phrases covered in the units.				
<b>READING</b>	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.				
<b>WRITING</b>	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.				
<b>GRAMMAR</b>	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'				
<b>AUTUMN 1- APRENDO ESPANOL</b>	<b>AUTUMN 2- ANIMALS</b>	<b>SPRING 1- LITTLE RED RIDING HOOD</b>	<b>SPRING 2- I AM ABLE/ I KNOW HOW</b>	<b>SUMMER 1- FRUIT</b>	<b>SUMMER 2-VEGETABLES</b>
*Say colours and numbers 1-10. *Role play on saying how you are and what your name is. *Listen to model roleplays and infer meaning. *Numbers listening exercise.	*Be able to say "I am..." plus an animal *Match sound to animal picture / word / phrase. *Match word to animal picture / word / phrase in English. *Introduction of gender via the indefinite article	*Say words and phrases or retell the story. *Listen to story and understand meaning. *Match what they hear to pictures. *Read the story and understand meaning. *Match picture, word and phrase cards.	* Say "I am able to.." / "I can..." plus activity by end of unit. *Match sound to picture / word / phrase. *Match key phrase to picture / word / phrase in English. *Modal verb followed by infinitive. "I am able to..." /	*Name 10 fruits and say "I like..." and I don't like..." plus a fruit. *Match sound to picture / word / phrase. *Understanding slightly longer text. *Match key nouns to picture / word / phrase in English.	*Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only). *Match sound to picture / word / phrase. *Understanding slightly longer text.

*Match colours to written form. *Match written form of numbers to digits. *Create name labels.	and first person singular of the verb 'to be'.	*Exposure to a range of different articles in the target language as seen in the story.	"I can..." plus a range of high frequency infinitive verbs.	*Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.	*Match key nouns to picture / word / phrase in English. *Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".
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### YEAR 4

<b>LISTENING</b>	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.
<b>SPEAKING</b>	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.
<b>READING</b>	Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation'. Understand most of what we read in the foreign language when it is based on familiar language
<b>WRITING</b>	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.
<b>GRAMMAR</b>	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

AUTUMN 1- ICECREAMS	AUTUMN 2- SEASONS	SPRING 1-SHAPES	SPRING 2-PRESENTING MYSELF	SUMMER 1-MY FAMILY	SUMMER 2-HABITATS
*Start with the individual flavours and build towards a role play in an ice-cream shop / parlour. *Match sounds to ice-cream flavours in pictures, words and phrases. *Extended listening challenge offered with extra vocabulary for cones and pots. *Match word to ice-cream flavour picture / word. *Extended reading opportunities offered including cones, pots and number of scoops.	*Start with the individual seasons (noun + definite article) and build towards saying a short phrase about the key characteristics of each season. *Match each season to a picture, word or phrase. *Understand slightly longer text and start to learn to decode and gist listen. *Match seasons to images / words / phrases. *Short and simple reading tasks.	*Start with the individual shapes (noun and focus on the indefinite article) and build towards saying how many of each shape they see. *Match each shape to a picture, word or phrase. Slightly more complex listening tasks where pupils have to draw the number of shapes they hear. *Match shapes to images / words / phrases. *Read a short instruction and draw the correct number of shapes.	*Perform role play with name, age, where they live and nationality. *Match sound to picture / word / phrase. Numbers 1-20 listening exercise. *Read roleplays and understand the content. *Extended written opportunity. *Nationalities and adjectival agreement based on gender.	*Present orally on your / a family. *Match sounds to picture / word / phrase. *Longer reading task.. *Written presentation based on a / your family. Extended written opportunity. *Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'	*Present orally on an animal and its habitat. *Match sound to picture / word / phrase. *Match word to picture / sound / phrase. *Written presentations on an animal and its habitat. *Introduction to the verbs 'to live' and 'to grow'.

Differentiated tasks *Design their own ice-cream using flavours, cones, pots and number of scoops. *Short translation tasks (from English into Spanish) *Verb structures - first person singular form of the phrase 'I would like...'	*Build towards writing a short phrase about each season. *Use of definite articles with the seasons and learning how to say 'in' a particular season.	*Build towards spelling the shapes accurately with their correct indefinite article. *Create their own 'paint by shapes'. *Introduction of gender using indefinite articles with a selection of shapes.			
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## YEAR 5

<b>LISTENING</b>	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.
<b>SPEAKING</b>	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units incorporate a negative reply if and when required.
<b>READING</b>	Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation'. Understand most of what we read in the foreign language when it is based on familiar language
<b>WRITING</b>	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.
<b>GRAMMAR</b>	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement where nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

AUTUMN 1-AT THE CAFE	AUTUMN 2-IN THE CLASSROOM	SPRING 1-DO YOU HAVE A PET	SPRING 2- THE DATE	SUMMER 1- THE WEATHER	SUMMER 2-CLOTHES
*Role play a café scene. *Match sound to picture / word / phrase. Extended listening on food/drink orders. *Match word to picture / sound / phrase. *Extended readings. Extended written tasks-writing order for food/drink including prices. *1st person singular 'I would like / have' when ordering food and drink	*Say 'What I have... / don't have...' in my pencil case. *Match sound to picture / word / phrase. *Write 'I have... / I don't have...'. * Extended written opportunity. *Gender and indefinite article. *Learn to sort and categorize by article. *Use of the negative when saying 'I do not have...'	*Oral class survey / interview on pets. *Match sound to picture / word / phrase throughout whole unit. *Match words to picture / sound / phrase. *Create pet ID card.. Various written tasks including extended written opportunity. *Gender and changing an indefinite article to a definite article.	*Say months of the year. *Say when your birthday is. * Oral birthday survey. *Months listening exercise *Birthday reading exercise *Birthday diary worksheet. * Extended written opportunity.	*Ask and answer what the weather is like *Present as a weather forecaster. *Challenging weather listening exercise * Weather reading exercise. *Create weather map and written weather report *Extended written opportunity.	*Describe what you wear in terms of colour and say what you are packing in a suitcase to go on holiday. *Extended listening exercises * Extended reading exercises *Translation tasks and extended writing opportunities. *Indefinite and partitive articles. * The verb 'to wear' in full (present tense), colours,

using conjunctions. *Gender sorting activities and focus on the different determiners.					adjectival agreement and the possessive adjective
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**YEAR 6**

<b>LISTENING</b>	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.
<b>SPEAKING</b>	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity
<b>READING</b>	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.
<b>WRITING</b>	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name
<b>GRAMMAR</b>	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.

<b>AUTUMN 1- HOMES</b>	<b>AUTUMN 2- TRADITIONS AND CELEBRATIONS</b>	<b>SPRING 1- AT SCHOOL</b>	<b>SPRING 2-THE WEEKEND</b>	<b>SUMMER 1- HEALTHY LIFESTYLES</b>	<b>SUMMER 2- AROUND TOWN</b>
*Say where you live and name the rooms in your house that you have and do not have. *Challenging listening exercises. * Longer reading texts. *Longer written email task and authentic reading task. *First person singular of the verb "to live" and "to have". *Full use of the negative "I do not have".	*Talk about different traditions & celebrations. When & where they take place with an opinion and simple justifications. *More challenging listening exercises Longer & more complex reading texts Longer written task and authentic reading task. *Confident use of common question words in Spanish and learn to give opinions and simple justifications in reply	*Oral school survey. *Present orally on school subjects and opinions. *Extended listening exercise on school subjects, times and opinions. *Match words to picture / sounds / phrases throughout the unit. *Written presentations on school subjects and opinions. *Opportunity to write an email about what you like and do not like at school. *Definite articles with school subjects. *First person singular of the verb 'to study'.	*Present orally on what they do at the weekend using connectives and time. *Listening exercise on weekend activities *Various reading exercises *Written presentations on what they do at the weekend using connectives and time. *Use connectives to create extended and more sophisticated sentences. *Formulating a range of opinions and justifications.	*Healthy lifestyle diary in to facilitate oral presentation on healthy lifestyles. *Variety of listening activities with extended listening task. *Extended reading task *Various writing activities including written diary exercise. *Quantitative article "some"	*Build towards a final role-play task presentation in between tour guide and tourist. *Ask and answer where places are in the town using a wider range of transactional language. *Variety of listening activities including more challenging listening task using prepositions and knowledge of transactional language. *Extended reading tasks are provided covering places around town, prepositions and transactional language

		<ul style="list-style-type: none"><li>*Verb 'to go' in full</li><li>*Formulate opinions and justifications.</li><li>*Adjectival agreement.</li></ul>			<p>between tour guide and tourist.</p> <ul style="list-style-type: none"><li>*Extended written opportunities including a creative task covering places around town, prepositions and transactional language between tour guide and tourist.</li><li>*Children are able to consolidate their knowledge of nouns, gender and definite articles/determiners.</li><li>*They will also be introduced to prepositions and learn how they can change in the foreign language when used in phrases to describe where one place in town is compared to another.</li></ul>
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