	Writing KS2 PoS	1	2	3	4 (A1)
W1 Writing from memory / creatively	write words and phrases from memory describe people, places, things and actions in writing	Can write some single words from memory, with plausible spelling.	Can write simple words and several short phrases from memory with understandable spelling.	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
W2 Writing with support / direction	adapt phrases to create new sentences describe people, places, things and actions in writing	Can, with support, substitute one element in a simple phrase or sentence to vary the meaning.	Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.	Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)	Can write sentences on a few topics using a model, e.g. a writing frame.

Grammar	1	2	3	4 (A1)
Gender of nouns - definite and indefinite articles Singular and plural forms of nouns Adjectives (place and agreement) Conjugation of key verbs (and making verbs negative) Connectives and qualifiers, adverbs of time, prepositions of place	Can use indefinite articles in the singular with masculine and feminine nouns Can recognise definite articles and plural indefinites. Can form regular plural nouns. Can identify adjective and noun position. Can use some singular masculine and plural adjectives correctly. Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently. Can use the connectives and, but and also.	Can use indefinite articles in singular and plural and definite articles in both singular and plural. Can use a variety of plural nouns, including some irregular ones. Can use adjectives (agreement and position) with more confidence. Can create greater variety of sentences using the key verb forms from Y3. Can use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use sequencers - un día, luego, después al final Use preposition of place (arriba, encima de etc..)	Can use the definite article with verbs of like / dislike. Can correctly omit the definite article e.g. when talking about what you eat or drink. Can use the definite article correctly with verbs of sport. Can agree adjectives for number and gender after because it is/they are. Can use all persons of several regular verbs in the present tense (with the support of a frame). Can use the days of the week in sentence formation.	Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. Can use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. Can agree adjectives for number and gender after because it is/they are, but still makes errors. Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors. Can use subordinating connectives (if, because) and some may be able to use 'which'.

KS2 Spanish Writing Portfolio

Tengo el pelo corto.
(I have short hair)
Tengo el pelo marrón.
(I have brown hair)
Tengo los ojos azules.
(I have blue eyes)
Bien
llevo gafas
(I have glasses)

Year 3

These sentences were written by a Y3 pupil. It is important to know how the task was set, supported and completed to decide which STEP level it most accurately reflects. We want to ensure that we give pupils the opportunity to complete writing with and without support at KS2. When pupils write from memory their spelling, punctuation and syntax will be less accurate, but this does not mean that the STEP level is lower, as you can see below:

	Writing KS2 PoS	1	2	3	4 (A1)
W1 Writing from memory / creatively	write words and phrases from memory describe people, places, things and actions in writing	Can write some single words from memory, with plausible spelling.	Can write simple words and several short phrases from memory with understandable spelling.	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
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KS2 Spanish Writing Portfolio

Hola!
Normalmente yo desayuno a los ocho.
Yo como cereales y bebo un zumo de Manzana. En el
colegio comemos a las doce y media. A veces
como bocadillo siempre ceno a las siete.
Yo como una hamburguessa con las patatas fritas y bebo la leche.
Manuel

Hola
A veces yo desayuno a las siete.
Yo como cereales y tostadas.

¡Hola!
Normalmente a .
cereales y bebo . En
comemos a . ---
como . ceno a .
y bebo .

Year 5

Students were given a writing frame with the key verbs where they had to substitute symbols for words (images for adverbs of frequency) and fill the gaps with the information relevant to them (if they have apple/toast/cereal, etc for breakfast). Then they had to write their own text on what they eat, which is the short text at the bottom. It indicates some evidence of W2 Step 3, but also W1 Step 3.

	Writing KS2 PoS	1	2	3	4 (A1)
W1 Writing from memory / creatively	write words and phrases from memory describe people, places, things and actions in writing	Can write some single words from memory, with plausible spelling.	Can write simple words and several short phrases from memory with understandable spelling.	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
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KS2 Spanish Writing Portfolio

Me encanta Cádiz porque sé que es bonito y hace sol y me gustan las playas.

No me gusta Barcelona porque creo que el fútbol es aburrido.

Me gusta la Alhambra porque creo que es bonito.

Barnabas Oley Year 5

Year 6

These sentences were written by a Y6 pupil. Pupils had a list of ingredients (nouns, verbs and adjectives) that they had been given at the start of the topic. They used their language guides. It was the plenary after a series of oral responses that the teacher elicited from the pupils. These are complex sentences and show evidence of W2 Step 4.

	Writing KS2 PoS	1	2	3	4 (A1)
W1 Writing from memory / creatively	write words and phrases from memory describe people, places, things and actions in writing	Can write some single words from memory, with plausible spelling.	Can write simple words and several short phrases from memory with understandable spelling.	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
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KS2 Spanish Writing Portfolio

Year 6

These sentences were written by a Y6 pupil. Students had been introduced to the key vocabulary and structures to talk about their town in previous lessons. They had practised questions and answers (¿Dónde vives?/Vivo en/¿Cómo es tu pueblo?/Es…/¿Qué hay en tu ciudad?/Hay…) and had written them down in their exercise books. For this activity, students had to write an interview with a famous person. The teacher modelled the conversation with them first and then they were given time to write it in the lesson, using their exercise books as reference material. Evidence of W2 Step 3.

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KS2 Spanish Writing Portfolio

Year 6

This text was written by a Y6 pupil. Again, we need to know the circumstances in which the pupil completed the task to decide on the most appropriate STEP, but if completed from memory, it is beyond STEP 4 (a very convincing STEP 5) but if completed with support e.g. a frame, a model letter, previous work, etc.. then it would be evidence of W2 STEP 4.

LO: to write an introduction about myself in Spanish.
escribir una presentación sobre mí en español

Soy Aarohi y tengo once años. Mi cumpleaños es el 11 de abril. Vivo en Hardwick cerca Cambridge. Tengo pelo negro y ojos marrones.

Tengo una hermano. se llama Kartik. Mi madre se llama Shiraz y mi padre se llama Bhaskar.

Mi familia tiene una mascota - una perro que se llama Milo.

También tengo muchos amigos, pero Abbie, Jolidia, Mikaela y Annabelle son mis amigos especiales. Jugamos mucho juntos.

Mi colores favoritos ~~es~~ son amarillo y azul. En escuela

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KS2 Spanish Writing Portfolio

Students had a list of ingredients (nouns, verbs and adjectives) that they had been given at the start of the topic. They used this throughout the series of lessons on this topic as reference material. They were presented the language in the lessons and the teacher elicited oral responses from the students.

In order to model the activity, the class put together a description of a different photo that the teacher wrote on the board. Once instructions were clear, the teacher deleted the text from the board and students were provided with a new photo they had to describe. They had access to the ingredients' list and the teacher accepted questions from them, but they were expected to produce key structures and vocabulary from memory. Very clear evidence of W2 STEP 4.

Me gusta la foto porque es emocionate. Todo el mundo está bailando y mira ~~como se~~ están divirtiendo. Los juegos artificiales y el empavesado y coloridos, brillantes y bonito. EL edificio del fondo es muy impresionante. Esta es una fiesta tradicional que todo el mundo disfruta y recuerda.

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