**Language Progression: Spanish KS2 curriculum**

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| **KnowledgeStrands** | **Modes and modalities** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics** | **Recognition & Production**(Sound (L) to print (W)) | I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes. | I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes. | I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.  | I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems. |
| **Recognition & Production**(Print (R) to sound (S)) | I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time. | I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible. | I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge. | I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily. |
| **Vocabulary** | **Understanding** (Aural (L) / Written (R)) | I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. | I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list. | I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. | I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. |
| **Production**(Oral (S) / Written (W)) | I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.  | I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures | I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures. | I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.  |
| **Grammar1** | **Understanding** (Aural (L) / Written (R)) | I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER , singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas | I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas |
| **Production**(Oral (S) / Written (W)) | To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER , singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas | To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas |

1 The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)