

## PROGRESSION OF LEARNING –SPANISH

For the curriculum content & planning please see the **Curriculum Overviews** (Yearly & Half Termly)

	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>N</b>	<ul style="list-style-type: none"> <li>• Pupils can recognise when another language is being spoken.</li> <li>• Pupils are beginning to recognise patterns to the voice in a foreign language.</li> <li>• Pupils are beginning to respond to simple phrases. (May need lots of prompting)</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils will begin to learn new vocabulary. This will require a lot of repetition.</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>• Pupils can recognise when a foreign language is being spoken.</li> <li>• Pupils can retain information (May need prompting and may not be accurate)</li> <li>• Pupils begin to listen and respond to new vocabulary. (May need prompting and lots of repetition).</li> <li>• Pupils can understand familiar words. (Will need to speak slowly.)</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils can recall prior vocabulary and continue to learn new vocabulary.</li> <li>• Pupils will begin to use taught phrases. This may require a lot of prompting.</li> </ul>

Y1	<ul style="list-style-type: none"> <li>• Pupils can listen and respond to repeated single instructions. For example: sit down, stand up, line up.</li> <li>• Pupils can listen and respond to short phrases, for example, “hola, como estas ?” (Hello how are you?)</li> <li>• Pupils begin to recognise unfamiliar words. Some may question what they are. May need repetition or for it to be spoken slowly.</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils will continue to learn new vocabulary.</li> <li>• Pupils know how to respond to a simple question in a foreign language.</li> <li>• Pupils will begin to use taught phrases more confidently.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Pupils can listen to familiar vocabulary in a sentence and piece together the meaning. This will need lots of repetition and may need visual prompts.</li> <li>• Pupils will begin to hear grammar structure of sentences.</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils will begin to ask and respond to questions</li> <li>• Pupils will continue to learn new vocabulary.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• Pupils understand simple classroom commands.</li> <li>• Pupils understand clear tape recordings but may need a lot of prompting, such as, repetition and gesture</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to read single words in clear script with a familiar context.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can copy single familiar words correctly.</li> <li>• Pupils can label and select appropriate words to complete short phrases or sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will respond with more complex sentences to what they see and hear. They may need cues.</li> </ul>

Y4	<ul style="list-style-type: none"> <li>• Pupils are able to understand a range of statements and questions.</li> <li>• Pupils respond to a clear model of standard language but it may need to be repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show they understand phrases in a familiar context.</li> <li>• Pupils are beginning to match sound to print by reading out loud.</li> <li>• Pupils are beginning to use books to find out the new meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils copy short phrases correctly.</li> <li>• Pupils are beginning to write words from memory but their spelling may be inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will give short and simple responses to what they see and hear.</li> <li>• Pupils will begin to respond to the world around them. For example, asking for help and permission.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Pupils understand language spoken at a normal speed without interference. This includes: instructions, messages and dialogue.</li> <li>• Pupils can also identify feelings, likes, dislikes and feelings. Some sections may need to be repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show an understanding of short texts and dialogues, printed in books or word processed.</li> <li>• Pupils are beginning to read independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can write two or three short sentences on familiar topics, using aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to partake in a brief conversation of least two or three exchanges.</li> <li>• Pupils will mainly use memorised language and occasionally substitute sentences for individual words.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Pupils taught to listen to others, respond and build ideas constructively.</li> <li>• Pupils can identify the main points and some details but may need repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to follow a process or debate</li> <li>• Pupils are beginning to learn from what they are reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to write individual paragraphs of about three or four simple sentences, drawing largely on memorised language.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils take part in simple structured language of at least three or four conversations.</li> <li>• Pupils are beginning to use grammar and have a general accurate pronunciation.</li> </ul>