THORPE HESLEY PRIMARY SCHOOL Progression Document for Spanish (KS2) 2022-2023



Thorpe Hesley Primary School

	Year 3	Year 4	Year 5
	Y3 iLanguages Scheme	Y4 iLanguages Scheme	Y4 iLanguages Scheme
Disciplinary Knowledge:	Key Vocabulary: see medium term planning/	Key Vocabulary: see medium term planning/	Key Vocabulary: see medium term planning/
Listen and understand	individual lesson plans for key vocabulary.	individual lesson plans for key vocabulary.	individual lesson plans for key vocabulary.
Listen and recount	Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:
Identify sound-spelling link	The full range of objectives are available on the	The full range of objectives are available on the	The full range of objectives are available on the
Transcribe	iLanguages Scheme of Work.	iLanguages Scheme of Work.	iLanguages Scheme of Work.
Read and understand Read aloud Use reference materials Apply phonic knowledge Apply knowledge of alphabet Speak Listen and speak Write with support Write independently Adapt a written model Translate Articles Nouns Adjectives Conjunctions Verbs Negatives Prepositions More complex language Cultural capital	 Listening Listen to and understand familiar spoken words and phrases. Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story. Identify phonemes in the target language and use them to aid understanding. Listen to the phoneme or words including the phoneme and transcribe accurately. Read and understand some familiar written words and short phrases, sometimes using visual cues. Read aloud individual words and short phrases with accurate pronunciation. Identify familiar words in a text. Read aloud words and short phrases, applying some phonic knowledge. Speaking Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation. Ask and answer simple pre-learned questions from memory and use several short phrases and questions. Writing Copy words and short phrases accurately. Write some familiar simple words from memory, with plausible spelling. Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). Translate words from Spanish to English and English to Spanish. Grammar Use indefinite (<i>un</i>, <i>una</i>, <i>unos</i>, <i>unas</i>) articles in the masculine, feminine and plural nouns. Use definite (<i>un</i>, <i>una</i>, <i>unos</i>, <i>unas</i>) articles in the masculine, feminine and plural nouns. Identify adjective and noun position. 	 Listening Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. Use strings of phonemes to help understand new words and short phrases. Listen to high-frequency familiar words and phrases and transcribe accurately. Read and understand a range of familiar written phrases and simple sentences. Read aloud a series of sentences with accurate pronunciation and intonation. Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English. Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. Beaking Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation. Writing Write sentences accurately using support such as a sentence builder or word list to check spellings. Write several short phrases or sentences from memory with understandable spelling. Adapt different elements of a sentence series from Spanish to English and English to Spanish including the use of a dictionary or supporting resource. 	 Listening Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. Use strings of phonemes to help understand new words and short phrases. Listen to high-frequency familiar words and phrases and transcribe accurately. Reading Read and understand a range of familiar written phrases and simple sentences. Read aloud a series of sentences with accurate pronunciation and intonation. Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English. Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. Be able to recognise and use letters of alphabet to spell short basic words with support. Speaking Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation. Write sentences accurately using support such as a sentence builder or word list to check spellings. Write several short phrases or sentences from memory with understandable spelling. Adapt different elements of a sentence from Spanish to to English and English to Spanish including the use of a dictionary or supporting resource.



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Learning Trus

Year 6 Y4 iLanguages Scheme

Key Vocabulary: see medium term planning/ individual lesson plans for key vocabulary.

Substantive Knowledge: The full range of objectives are available on the iLanguages Scheme of Work.

Listening

Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.

Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. Use strings of phonemes to help understand new words and short phrases.

Listen to high-frequency familiar words and phrases and transcribe accurately.

Reading

Read and understand a range of familiar written phrases and simple sentences.

Read aloud a series of sentences with accurate pronunciation and intonation.

Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English.

Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. Be able to recognise and use letters of alphabet to spell short basic words with support.

Speaking

Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.

Writing

Write sentences accurately using support such as a sentence builder or word list to check spellings. Write several short phrases or sentences from memory with understandable spelling.

Adapt different elements of a sentence to create new sentences using a sentence builder.

Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.

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Use masculine, feminine and plural adjectives	Grammar	Grammar
correctly.	Use a variety of plural nouns, including some irregular	Use a variety of plural nouns, including some irregular
Use the conjunctions <i>y</i> , también, pero.	ones.	ones.
Use the high-frequency verb forms in the 1 st person	Use adjectives (agreement and position) with more	Use adjectives (agreement and position) with more
(e.g. <i>tengo, soy</i>) and opinion verbs confidently.	confidence.	confidence.
Use es.	Use possessive adjectives (<i>mi,mis</i>).	Use possessive adjectives (<i>mi,mis</i>).
Use <i>quisiera</i> to express a desire or request.	Use the conjunctions porque.	Use the conjunctions porque.
Use the negative ' <i>no</i> ' with opinion verbs in the 1 st	Use the high-frequency verb forms in the 1 st and 3 rd	Use the high-frequency verb forms in the 1 st and 3 rd
person.	person (e.g. tengo, tiene, soy, es) confidently.	person (e.g. tengo, tiene, soy, es) confidently.
	Use opinions + infinitive verbs.	Use opinions + infinitive verbs.
Cultural Awareness and Understanding	Use <i>quisiera</i> to express a desire or request.	Use <i>quisiera</i> to express a desire or request.
Foster children's curiosity about Spain: an	Use the negative 'no' with a range of high frequency	Use the negative 'no' with a range of high frequency
introduction to Spain and its capital city.	verbs in the 1 st and 3 rd person.	verbs in the 1 st and 3 rd person.
Key vocabulary relating to traditional events, i.e.		
Christmas and Easter.	Cultural Awareness and Understanding	Cultural Awareness and Understanding
Appreciate authentic songs and rhymes.	Foster children's curiosity about life in Spain: an	Foster children's curiosity about life in Spain: an
	introduction to daily life in Spain.	introduction to daily life in Spain.
	Typical customs and traditions e.g. April Fool's Day.	Typical customs and traditions e.g. April Fool's Day.
	Appreciate authentic songs, poems and rhymes.	Appreciate authentic songs, poems and rhymes.
	Trippicolate addicinate congo, poemo and mymeo.	



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Grammar

Use a variety of plural nouns, including some irregular ones.

Use adjectives (agreement and position) with more confidence.

Use possessive adjectives (*mi,mis*).

Use the conjunctions *porque*. Use the high-frequency verb forms in the 1st and 3rd person (e.g. *tengo, tiene, soy, es*) confidently. Use opinions + infinitive verbs.

Use *quisiera* to express a desire or request. Use the negative 'no' with a range of high frequency verbs in the 1st and 3rd person.

Cultural Awareness and Understanding

Foster children's curiosity about life in Spain: an introduction to daily life in Spain. Typical customs and traditions e.g. April Fool's Day. Appreciate authentic songs, poems and rhymes.