

Spanish Progression Map

Subject Intent

Our intent at St Oswald's is to encourage learners to understand and communicate ideas, facts and feelings in speech and writing, focusing on familiar and routine matters, whilst using their knowledge of phonology, grammatical structures and vocabulary. The implementation of the Spanish curriculum will foster the learner's curiosity and deepen their understanding of the world. It will encourage the learners to understand different cultures, their origins and communicate their thoughts and opinions in another language. Our children will be equipped with the necessary knowledge, skills and cultural capital to be contributing, well rounded citizens with high expectations and ambition. Lower KS2 begin to acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their Speaking and Listening ability. These will be further developed in Upper KS2 alongside Reading and Writing skills, gradually progressing to more complex language concepts and greater learner autonomy.

To achieve this our curriculum will provide the learning for children to become language learners who have:

- The confidence to speak with good intonation and pronunciation.
- A strong awareness of the culture of the countries where the language is spoken and how to be inclusive of these.
- The ability to listen and communicate their opinion in another language.
- A passion for language learning, and the opportunities it can bring.
- The confidence to take part in drama activities in another language.
- The ability to appreciate a range of writing in the language studied.
- The knowledge to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- An independence in their studies and the ability to draw upon a wide range of resources.

National Curriculum	Threshold Concepts	Year 3	Year 4	Year 5	Year 6
<p>Reading</p> <p>Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language.</p> <p>Explore the patterns and sounds of language through songs and</p>	<p><u>Read Fluently</u></p> <p>This concept involves recognising key vocabulary and phrases</p>	<p>Read familiar words and short phrases accurately by applying knowledge from Spanish phonics lessons.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from Spanish Phonics lessons 1 & 2. Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>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 Spanish Phonics lessons 1-3</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Spanish Phonics lessons 1-4 including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>

<p>rhymes and link the spelling, sound and meaning of words.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>		<p>Buenos días - Hello (formal)</p> <p>Hola - Hello (informal)</p> <p>Adiós Goodbye</p> <p>Uno One</p> <p>Dos Two</p>			
<p>Writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p><u>Write imaginatively</u></p> <p><i>This concept involves using key vocabulary and phrases to write ideas.</i></p>	<p>Write familiar words & short phrases using a model or vocabulary list. EG:</p> <p><u>'I play the piano'</u>. <u>toco el piano</u></p> <p><u>'I like apples'</u>. <u>Me gustan una manzana</u></p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG:</p> <p>My name is ____ Me llamo Mr Smith</p> <p>I live in ____ Vivo en _____</p> <p>I am ____ years old Tengo _____ años</p>	<p>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:</p> <p>My name, my age, where I live, a pet I have, and my pet's name. My name is Claudia. I am ten years old. I have a dog who is called Lolo.</p> <p>Me llamo Claudia. Tengo diez años. Tengo un perro que se llama Lolo.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG:</p> <p>A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Estudio diez asignaturas. Estudio geografía, música, arte, educación física, español, informática, historia, inglés, matemáticas y ciencias. Estudio inglés a las nueve el lunes. Me encanta el inglés porque es interesante. Estudio historia a las once el miércoles. Sin embargo, odio la</p>

					historia porque es aburrida.
<p>Speaking</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Describe people, places, things and actions.</p>	<p><u>Speak confidently</u> <i>This concept involves using key vocabulary and phrases to verbally communicate ideas.</i></p>	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>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.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
<p>Listening</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Understand the culture of the countries in which the language is spoken</u> This concept involves the</p>	<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p>	<p>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.</p>	<p>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</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>

<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>background knowledge and cultural capital needed to infer meaning from interactions.</p>				
<p>Grammar</p> <p>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.</p>		<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG:</p> <p>'I like...' me gustan</p> <p>'I play...' Toco</p> <p>'I am called...' me llamo</p>	<p>Better understand the concept of gender and which articles to use for meaning EG: 'the', el (masculine) la (feminine) 'a' uno (masculine) una (feminine) 'some', algunos (masculine) algunas (feminine)</p> <p>Introduce simple adjectival agreement EG: adjectival agreement when describing nationality,</p> <p>Soy inglés (masculine), soy inglesa (feminine)</p> <p>The negative form and possessive adjectives. EG: 'In my pencil case I have...' En mi estuche tengo</p> <p>'In my pencil case I do not have...' En mi estuche no tengo</p>	<p>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...', Yo llevo 'he wears...' Él lleva 'she wears...' Ella lleva</p> <p>and also be able to describe clothes in terms of colour EG: 'My blue coat' mi abrigo azul</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives EG: which subjects I like at school</p> <p>Me encanta el inglés I love English</p> <p>and also which subjects I do not like.</p> <p>No me gusta el inglés</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', ir 'to do', que hacer 'to have' tener 'to be'. ser</p>