

Bruche Primary School



Languages

Intent

Nursery and Reception: Languages skills progression	
<p>Rec: Objectives</p> <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language • Begin to explore our listening skills to help hear sounds and words in a new language • Explore how to listen and join in with rhymes, songs and stories • Explore how to join in with games, played in a different language • Explore how to say some of the new sounds and words we hear in a different language • 	<p>Speaking</p> <ul style="list-style-type: none"> • Participating in familiar games eg. Simon says, musical chairs with simple Spanish familiar responses • Joining in with Spanish rhymes and songs with learnt simple Spanish phrases • Saying simple familiar Spanish words and phrases (eg. Hello, goodbye)
<p>Listening</p> <ul style="list-style-type: none"> • Listening and joining in with familiar games eg. Simon says, musical chairs in Spanish • Listening and responding to authentic Spanish rhymes and songs • Listening and enjoying stories in Spanish 	<p>Culture</p> <ul style="list-style-type: none"> • Exploring authentic Spanish rhymes, songs and stories • Investigating shared and Spanish specific festivals and celebrations • Celebrating similarities and differences between cultures

Nursery/ Reception – End Points	
Hello, goodbye	<ul style="list-style-type: none"> • To listen and respond physically to a greetings, a farewell, and the phrase ‘Thank you’ • To attempt to say in Spanish to a greetings, a farewell, and the phrase ‘Thank you’ • To understand that Spain is another place in the world where people speak another language
Counting	<ul style="list-style-type: none"> • To listen and respond physically to counting 1-10 • To attempt to say a number or sequence of numbers in Spanish • To enjoy and join in with an authentic Spanish counting rhyme eg. “Tengo dos manitas”
Days and Birthdays	<ul style="list-style-type: none"> • To listen and respond physically to the days of the week • To attempt to say a day or a sequence of days in Spanish • To join in and try to sing the birthday “Cumpleaños feliz”
Rainbows	<ul style="list-style-type: none"> • To listen and respond physically to some colours (eg. Red, yellow, green and blue) • To attempt to say a colour in Spanish • To join in with a guessing game to anticipate the colour
Families and bears	<ul style="list-style-type: none"> • To listen and respond to the question ‘What are you called?’ • To attempt to say the name phrase in Spanish (I am called...) • To be aware of some nouns of members of the family in Spanish
Having fun whilst listening and joining in	<ul style="list-style-type: none"> • To listen and respond physically to a greeting, a colour and a number • To attempt to ask and answer in Spanish the question ‘What are you called?’ • To join in with an authentic Spanish song

Key Stage 1

Disciplinary Concepts: Education of the ear, empathy and understanding of a global citizen

Year 1: Languages skills progression

KS1: Learning Objectives

- Explore some of the sounds of Spanish
- Explore ways to use listening skills to help hear sounds and words in Spanish
- Practise skills in listening and joining in with rhymes, songs and stories
- Practise joining in with games, played in Spanish
- Explore how to say the new sounds, words and simple phrases we know in Spanish
- Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple Spanish
- *Celebrate prior learning through pupil led opportunities to share or show prior knowledge (eg. Sing a familiar song, perform a familiar rhyme or lead a familiar game)*

Speaking

- Can say and understand a few important words in Spanish
- Can attempt join in with the main part of a Spanish story or rhyme
- Can attempt to repeat accurately some sounds in the target language
- Can say a few words such as: greetings and simple response
- Can give their name, can ask a question about someone's name
- Can say 'how they are feeling'

Listening

- Can listen and join in with the main parts of a song, story or rhyme
- Can listen to and enjoy a story in Spanish
- Beginning to identify accurately some sounds in the target language
- To understand and respond to some familiar core Spanish language

Reading

- Beginning to recognise some important words written in Spanish e.g. greetings or colour

Culture

- Exploring authentic Spanish rhymes, songs and stories
- Investigating shared and Spanish specific festivals and celebrations
- Celebrating similarities and differences between cultures
- Developing our understanding of people in the world around us

Year 1 – End Points

Greetings, Farewells and Name Phrase

- To listen and respond physically to specific greetings such as: 'good morning, good afternoon and good night'
- To listen, respond and answer the question 'What are you called?'
- To join in with an authentic Spanish rhyme

Colours, Numbers 1-10 and Greetings

- To listen and respond physically to some familiar colours. Eg. red, yellow, green and blue.
- To say a sequence of numbers
- To be able to identify a specific number and colour
- To know some facts about a Spanish Christmas

Rhymes, Songs and Games	<ul style="list-style-type: none"> • To listen and respond physically to specific familiar language in practised authentic rhyme (Incey Wincey Spider) • To join in with names of animals, in a animal carnival rhyme • To know some facts about epiphany and the arrival of the three kings
Animals	<ul style="list-style-type: none"> • To listen and respond physically to the names of animals • To join in with the animal nouns in the Spanish version of Old Macdonald had a Farm • To know that animal sounds are different in Spanish
Fish Fun	<ul style="list-style-type: none"> • To listen and respond physically to specific familiar language (Numbers, name and family members) • To say numbers 1-10 in a random order • To perform the traditional rhymes “dos pececitos”
Sunshine, Rain and Seasons	<ul style="list-style-type: none"> • To listen and respond physically to some phrases about the weather • To say a weather phrase • To perform the traditional rhyme such as: “sol y luna”

Year 2: Languages skills progression

<p>KS1: Learning Objectives</p> <ul style="list-style-type: none"> • Explore some of the sounds of Spanish • Explore ways to use listening skills to help hear sounds and words in Spanish • Practise skills in listening and joining in with rhymes, songs and stories • Practise joining in with games, played in Spanish • Explore how to say the new sounds, words and simple phrases we know in Spanish • Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple Spanish • <i>Celebrate prior learning through pupil led opportunities to share or show prior knowledge (eg. Sing a familiar song, perform a familiar rhyme or lead a familiar game)</i> 	<p>Speaking</p> <ul style="list-style-type: none"> • Can say and understand a few important words in Spanish • Can attempt join in with the main part of a Spanish story or rhyme • Can attempt to repeat accurately some sounds in Spanish • Can say a few words such as: greetings and simple response • Can give their name, can ask a question about someone’s name in Spanish • Can say ‘how they are feeling’ in Spanish
<p>Listening</p> <ul style="list-style-type: none"> • Can listen and join in with the main parts of a song, story or rhyme • Can listen to and enjoy a story in Spanish • Beginning to identify accurately some sounds in the target language • To understand and respond to some familiar core Spanish language • Beginning to identify accurately some sounds in the target language • To understand and respond to some familiar core Spanish language • Can identify specific sounds in Spanish eg. 	<p>Reading</p> <ul style="list-style-type: none"> • Exploring to recognise some important words written in Spanish e.g. greetings or a number/day of the week <p>Culture</p> <ul style="list-style-type: none"> • To recognise and compare weather between England and Spain • To recognise how birthdays are celebrated differently in Spain

Year 2 – End Points

<p>Language Learning Powers</p>	<ul style="list-style-type: none"> • To listen and respond to a Spanish song containing ‘good morning, good afternoon and good night’ • To be able to perform the tooth fairy rhyme and know some facts about the Spanish tooth mouse • To join in with a Spanish song eg. ‘Les heros du monde’
<p>Nouns, Rhymes and Christmas</p>	<ul style="list-style-type: none"> • To listen and respond physically to specific body parts in Spanish • To perform an authentic rhyme of the Spanish Heads, shoulders, knees and toes • To listen, respond to the song of Rudolph the Red Nose Reindeer in Spanish • To recognise and read familiar colours and numbers in Spanish
<p>Birthdays</p>	<ul style="list-style-type: none"> • To listen and respond physically to the months of year in Spanish • To name their birthday month in Spanish • To identify written Spanish months
<p>Butterflies, Bees and Plant Pot Story</p>	<ul style="list-style-type: none"> • To listen and respond to an authentic rhyme about butterflies in Spanish • To say aloud specific sounds in unfamiliar nouns in Spanish • To know some facts about the Easter bells and the role of these in a Spanish Easter in Spanish
<p>Exploring Animal Kingdoms</p>	<ul style="list-style-type: none"> • To listen and respond to a story containing familiar language (names, colours and greetings) in Spanish

	<ul style="list-style-type: none">• To identify numbers and colours in spoken and written form in Spanish• To practise, remember and perform a poem in Spanish about the animal kingdom in Spanish
Celebrate	<ul style="list-style-type: none">• To listen and respond to a story using familiar language containing names, colours, greetings, numbers and animals in Spanish• To practise, remember and perform an action song in Spanish• To know some facts about Mexican birthdays and piñatas and begin to understand that Spanish is spoken in countries other than Spain

Year 3

Disciplinary Concepts: Developing the global citizen through broadening the understanding of the Spanish language and culture

N.B. *The children are in mixed age classes and will be working towards the mastery of each skill descriptor by the end of the two year cycle.*

The age and stage of a learner is taken into account through expectations of some activities and outcomes.

Year 3: Languages skills progression

Year 3: POS

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing

Reading

A focus on sound spelling runs throughout the language teaching

- Can recognise and read out a few familiar words and phrases
- Begin to identify nouns and word families / plural and singular identification
- Can read aloud familiar words and phrases
- Can understand simple written phrases
- Can match sounds to familiar written words

Listening

A focus on sound spelling runs throughout the language teaching

- Can answer simple questions and give basic information. Can pronounce familiar words and some new words accurately
- Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases
- Can listen to and join in with rhymes, songs and stories
- Can replicate sound patterns of Spanish
- Can identify key familiar information in spoken text
- Can follow a simple story in Spanish
- Can follow simple classroom instructions in Spanish

Writing

A focus on sound spelling runs throughout the language teaching

- Can write or copy a few simple words or symbols as an emergent writer of the target language
- Can make a good attempt to write phrases from memory
- Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context
- Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood

Speaking

A focus on sound spelling runs throughout the language teaching

- Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker
- Engage in conversations; ask and answer questions; express opinions and respond to those of others;
- Attempts to speak in sentences, using familiar vocabulary, phrases and basic language structures
- Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Can accurately pronounce familiar words, phrases and sentences
- Can ask and answer familiar questions about personal information

	<ul style="list-style-type: none"> • Can attempt to pronounce accurately new words with familiar Spanish sounds • Can join in with spoken rhymes ,songs and stories • Can perform simple dialogues • Can read aloud written sentences containing familiar language
	<p>Grammar</p> <ul style="list-style-type: none"> • Can identify nouns in a Spanish phrase or sentence • Can identify determiners –a definite or indefinite article preceding a nouns • Can identify masculine nouns and feminine nouns • Can identify plural nouns • Can change a definite to an indefinite article preceding a noun • Can identify adjectives in a phrase or sentence • Can place and adjective after a noun in a Spanish • Aware that adjectives spelling can change to match a masculine/ feminine / singular or plural noun • Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo) • Use of intonation with questions and able to raise intonation of voice at the end of a question • Aware that there is an upside down question mark at the start of a written question in Spanish
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences

Year 3 – End Points	
A new start	<ul style="list-style-type: none"> • To say greetings in Spanish • To ask and answer about feelings in Spanish • To say, recall, identify numbers between 1 and 10 in Spanish • To write sentence my name is (Me llamo)
Calendar and celebrations	<ul style="list-style-type: none"> • To understand and say some days of the week in Spanish • To attempt to write some days of the week in Spanish • To understand, say and try to write some months of the year in Spanish • To begin to write months of the year in Spanish
Animals I like/I don't like	<ul style="list-style-type: none"> • To say and read the name of some animals in Spanish • To begin to recognise some plural nouns for animals in Spanish • To begin to understand a simple story in Spanish

	<ul style="list-style-type: none"> • To begin to copy some names of animals in Spanish • To complete the sentence "I like + plural noun for favourite animal"
Carnival/Colours	<ul style="list-style-type: none"> • To know some facts about Carnival in Spain • To participate in games using the days of the week and months of the year in Spanish • To ask and answer my name in Spanish • To participate in games involving numbers in Spanish • To be able to write and complete the sentence 'My favourite colour is...' in Spanish
Hungry Giant	<ul style="list-style-type: none"> • To understand and participate in games involving fruit and vegetable nouns in Spanish • To ask politely for a fruit or vegetable item in Spanish • To say some nouns for breakfast foods in Spanish • To listen, understand and enjoy a story in Spanish • To write some names of fruits and vegetables in Spanish • To write with support a simple sentence or several sentences in 1st person singular, linked to Hungry Giant cartoon story
Going on a picnic	<ul style="list-style-type: none"> • To say when I live in Spanish • To complete some simple sentences to say where I live and what I am called in Spanish • To recall nouns for picnic items in Spanish • To write a sentence 'I live in Warrington' in Spanish • To write a simple descriptive sentence, using verb, noun and adjective

Year 4: Languages skills progression	
<p>Year 4: POS</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing 	<p>Reading <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can recognise and read out a few familiar words and phrases • Begin to identify nouns and word families / plural and singular identification • Can read aloud familiar words and phrases • Can understand simple written phrases • Can match sounds to familiar written words <p>Listening <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases • Can listen to and join in with rhymes, songs and stories • Can replicate sound patterns of Spanish • Can identify key familiar information in spoken text • Can follow a simple story in Spanish • Can follow simple classroom instructions in Spanish
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write or copy a few simple words or symbols as an emergent writer of the target language • Can make a good attempt to write phrases from memory • Can make a good attempt to adapt a familiar sentence, to express own opinion or give new information in a familiar context • Can spell some familiar written words accurately and write simple sentences with limited mistakes so that the message is understood 	<p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker • Engage in conversations; ask and answer questions; express opinions and respond to those of others; • Attempts to speak in sentences, using familiar vocabulary, phrases and basic language structures • Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Can accurately pronounce familiar words, phrases and sentences • Can ask and answer familiar questions about personal information • Can attempt to pronounce accurately new words with familiar Spanish sounds • Can join in with spoken rhymes, songs and stories • Can perform simple dialogues • Can read aloud written sentences containing familiar language <p>Grammar</p> <ul style="list-style-type: none"> • Can identify nouns in a Spanish phrase or sentence

	<ul style="list-style-type: none"> • Can identify determiners –a definite or indefinite article preceding a nouns • Can identify masculine nouns and feminine nouns • Can identify plural nouns • Can change a definite to an indefinite article preceding a noun • Can identify adjectives in a phrase or sentence • Can place and adjective after a noun in a Spanish • Aware that adjectives spelling can change to match a masculine/ feminine / singular or plural noun • Able to use 1st person singular of some commonly used verbs accurately (e.g. me llamo/vivo/tengo • Use of intonation with questions and able to raise intonation of voice at the end of a question • Aware that there is an upside down question mark at the start of a written question in Spanish
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between life in a Spanish speaking country and our own personal experiences

Year 4 – End Points	
Welcome to our school	<ul style="list-style-type: none"> • To ask and answer questions about self in Spanish • To listen, recall and respond to classroom instructions in Spanish • To say and write the name of rooms in school in Spanish • To say and write nouns for some classroom objects in Spanish • To complete the sentence “Hay (there is / are)_ with classroom object nouns
My Town, your town	<ul style="list-style-type: none"> • To say and recognise some places in a town in Spanish • To give simple directions in a town eg. ‘Where is...’ in Spanish • To read and understand some useful directions in Spanish • To identify differences between a Spanish town and Warrington in Spanish • To copy some names of places in a town: Church, shop, park, pharmacy, town hall in Spanish • To write a sentence using “Hay (there is /are) and nouns of shops in a place or town
Family members	<ul style="list-style-type: none"> • To know some important facts about Epiphany in Spain • To say some family nouns in Spanish • To write personal information sentences in 1st person singular about a family member in Spanish
Celebrating Carnival Animals/Body Parts	<ul style="list-style-type: none"> • To understand and say aloud animal nouns in Spanish • To understand and respond to body part nouns and commands in Spanish • To describe an person using nouns, numbers and colours in Spanish • To write some body parts in Spanish • To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective

Jungle Animals	<ul style="list-style-type: none"> • To understand and remember some jungle animal nouns in Spanish • To understand adjectives to describe jungle animals in Spanish • To write a simple sentence or sequence of sentences to describe a jungle animal in Spanish • To understand and write simple phrases and sentences in Spanish • To write a sequence of simple descriptive sentences, using verb, noun and adjective
Summertime	<ul style="list-style-type: none"> • To say different types of weather phrases in Spanish • To play games involving weather phrases in Spanish • To say ice cream flavours and spot sounds in the flavours in Spanish • To write a simple sentence to describe the weather in Spanish • To say an ice cream order in Spanish

Year 5: Languages skills progression	
<p>Year 5: POS</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing 	<p>Reading <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) • Recognises conjunctions to create extended sentences • Reads carefully and show understanding of words, phrases and simple writing • Can recognise, understand and read out familiar words, phrases and sentences • Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences • Can understand and gather information in extended sentences and sequences of sentences in written text • Can identify and read aloud unfamiliar language containing familiar sounds • Appreciates simple stories, songs, poems and rhymes in the language • Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • <p>Listening <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Carefully answers simple questions on several topics and can express opinions • Can understand the main points from a series of spoken sentences (including questions) may require some repetition • Can understand and gather information in extended sentences and sequences of sentences in written text • Can listen to and join in with rhymes, songs and stories • Can understand the main points and simple opinions of a longer spoken sequences (e.g. recipe, poem, story)
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write two or three short sentences as a personal response using reference materials / with support • Attempts to use accurately nouns and adjectives • Uses conjunctions to create extended sentences • Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic 	<p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points from a series of spoken sentences (including questions) may require some repetition • Asks questions and answers simple questions on several topics and can express opinions • Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

<ul style="list-style-type: none"> • Can use some common conjunctions to create extended sentences • Can attempt to write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Can share ideas and information through written work with some support to a range of audiences 	<ul style="list-style-type: none"> • Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language • Can perform simple dialogues and take part in short conversations with familiar language • Can initiate a short dialogue on a familiar topic with simple familiar questions • Can read aloud written sentences containing familiar language
	<p>Grammar</p> <ul style="list-style-type: none"> • Use nouns accurately in simple sentences with definite articles • Can change a definite to an indefinite article with a singular noun • Form common plural nouns from familiar singular nouns • Use familiar adjectives accurately with nouns in descriptive phrases and sentences • Use some common conjunctions to extend sentences and add opinions • Use 1st and 2nd person singular present tense of to have, to be, to wear, to play to ask and answer questions • Use first person singular of se gustar (me gusta/n) to express a like • Form negative with these two parts of tener and ser- tengo and es • Use the 3rd person singular of common personal information verbs- se llama/vive/tiene • Use "puedes +infinitive"
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between Spanish speaking countries and our own personal experiences of culture • Interested in finding out more and celebrating similarities and differences between cultures and languages

Year 5 – End Points	
My school, my subjects	<ul style="list-style-type: none"> • To introduce themselves with simple sentences in Spanish • To explain in more detail about how they are feeling • To give an opinion on school subjects in Spanish • To write nouns for school subjects in Spanish • To write an opinion of a school subject in Spanish
In the city	<ul style="list-style-type: none"> • To say a simple sequence of sentences using nouns to describe a city or town in Spanish • To understand and give simple information about a city in Spanish • To names differences between a city in Spain and a city in England in Spanish • To write a simple sentence using nouns to describe a city in Spanish
Healthy Eating	<ul style="list-style-type: none"> • To say some fruit and vegetables in Spanish and use these in simple dialogues • To read and understand fruit and vegetables in written texts in Spanish • To follow and understand a simple story involving fruit and vegetables in Spanish • To read simple instructions for a recipe in Spanish

	<ul style="list-style-type: none"> • To write some names of fruit and vegetables in Spanish
Colours/Clothes Descriptions	<ul style="list-style-type: none"> • To say nouns for some items of clothing in Spanish • To read descriptive sentences with nouns and colour adjectives in Spanish • To write descriptive sentences using adjectives and nouns in Spanish
Out of this world	<ul style="list-style-type: none"> • To ask and answer questions about someone's identity in Spanish • To read simple information about planets in Spanish • To read simple sentences about an imaginary planet in Spanish
Going to the beach	<ul style="list-style-type: none"> • To read aloud and understand sentences about the seaside in Spanish • To creative simple persuasive extended sentences in Spanish • To follow a story about going to the beach in Spanish • To read and understand facts about going to the beach in Spanish

Year 6: Languages skills progression	
<p>Year 6: POS</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing 	<p>Reading <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account) • Recognises conjunctions to create extended sentences • Reads carefully and show understanding of words, phrases and simple writing • Can recognise, understand and read out familiar words, phrases and sentences • Can read aloud familiar and make a good attempt to read aloud unfamiliar words and phrases and sentences • Can understand and gather information in extended sentences and sequences of sentences in written text • Can identify and read aloud unfamiliar language containing familiar sounds • Appreciates simple stories, songs, poems and rhymes in the language • Able to broaden their vocabulary using reference tools e.g. bilingual dictionaries and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Listening <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can understand the main points from a series of spoken sentences (including questions) may require some repetition • Able to listen to and join in with rhymes, songs and stories • Able to identify and replicate sound patterns of Spanish • Able to identify key familiar information in spoken text • Able to follow a simple story in Spanish • Able to follow classroom instructions in Spanish
<p>Writing <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can write two or three short sentences as a personal response using reference materials / with support. • Attempts to use accurately nouns and adjectives. • Uses conjunctions to create extended sentences • Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic. • Can use some common conjunctions to create extended sentences • Can attempt to write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p>Speaking <i>A focus on sound spelling runs throughout the language teaching</i></p> <ul style="list-style-type: none"> • Can take part in simple conversation and can express simple opinions. Generally accurate punctuation (to a sympathetic native speaker) • Speaks in sentences, using familiar vocabulary, phrases and basic language structures • Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language. • Asks questions and answers simple questions on several topics and can express opinions.

<ul style="list-style-type: none"> • Can share ideas and information through written work with some support to a range of audiences 	<ul style="list-style-type: none"> • Explores the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Develops accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Can transfer sound spelling understanding from LKS2 to new and unfamiliar language when reading aloud or speaking using new and unfamiliar language. • Can perform simple dialogues and take part in short conversations with familiar language • Can initiate a short dialogue on a familiar topic with simple familiar questions • Can read aloud written sentences containing familiar language.
	<p>Grammar</p> <ul style="list-style-type: none"> • Use nouns accurately in simple sentences with definite articles • Can change a definite to an indefinite article with a singular noun • Form common plural nouns from familiar singular nouns • Use familiar adjectives accurately with nouns in descriptive phrases and sentences • Use some common conjunctions to extend sentences and add opinions • Use 1st and 2nd person singular present tense of to have, to be, to wear, to play to ask and answer questions • Use first person singular of se gustar (me gusta/n) to express a like • Form negative with these two parts of tener and ser- tengo and es • Use the 3rd person singular of common personal information verbs- se llama/vive/tiene · Use “puedes +infinitive
	<p>Culture</p> <ul style="list-style-type: none"> • Explores and celebrates similarities and differences between Spanish speaking countries and our own personal experiences of culture • Interested in finding out more and celebrating similarities and differences between cultures and languages

Year 6 – End Points	
Everyday Life and time	<ul style="list-style-type: none"> • To recall phrases to describe feelings in Spanish • To understand ‘o’clock’ phrases in Spanish • To talk about daily routine in Spanish • To answer questions about daily routine in Spanish
Spooky house	<ul style="list-style-type: none"> • To understand the nouns for rooms in a house in Spanish • To read and understand simple descriptions of rooms in a house in Spanish • To write descriptive sentences using colours and size to describe a house in Spanish • To recognise and understand familiar and unfamiliar nouns in Spanish
Playing and Enjoying Sport	<ul style="list-style-type: none"> • To create opinions about a sport in Spanish

	<ul style="list-style-type: none"> • To understand and write simple information about a sport in Spanish • To express a like or dislike of a sport in Spanish
This is me, hobbies and fun	<ul style="list-style-type: none"> • To ask and answer preferences/feelings about fairground rides in Spanish • To write simple sentences about a funfair in Spanish • To learn the nouns for rides in Spanish
Café culture, restaurants	<ul style="list-style-type: none"> • To know some facts about Spanish café culture • To ask politely for snacks and drinks in Spanish • To understand information about Spanish food and meals
Performance time	<ul style="list-style-type: none"> • To create a simple mindfulness script using senses verbs in Spanish • To recall familiar core language in Spanish • To participate in short sketches using familiar language