



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

*We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.
We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.*

Spanish – Subject Overview & Progression

	LKS2	UKS2
	Year 3 and 4	Year 5 and 6
Listening and Responding	Asking and Responding to questions - recognise a familiar question and respond with a simple rehearsed response - ask and answer a simple and familiar question with a response - express simple opinions such as likes, dislikes, and preferences when asked. - ask and answer at least two simple and familiar questions with a response - identify and note the main points and give a personal response Joining in and responding - repeat modelled words - listen and show understanding of single words through physical response - repeat modelled short phrases - listen and show understanding of short phrases through physical response Stories, songs, poems and rhymes - listen and identify specific words in songs and rhymes and demonstrate understanding - listen and identify specific phrases in songs and rhymes and demonstrate understanding - join in with actions to accompany familiar songs, stories and rhymes - join in with words of a song or storytelling	Asking and Responding to questions - engage in short conversation using a range of simple, familiar questions - ask and answer more complex questions with a scaffold of responses. Joining in and responding - listen and show understanding of simple sentences containing familiar words through physical response - listen and understand the main points from short, spoken material - listen and understand the main points and some detail from short, spoken material - understand longer passages made up of familiar language in simple sentences - identify the main points and some details. Stories, songs, poems and rhymes - listen and identify rhyming words and specific sounds in songs and rhymes - follow the text of familiar songs and rhymes, identifying the meaning of words - reading the text of familiar songs and rhymes and identify patterns of language and link sound to spelling - follow the text of a familiar song or story - follow the text of familiar song or story and sing or read aloud - understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.



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Spanish – Subject Overview & Progression

Speaking	Phrases and conversations • name objects, actions and link words with a simple connective • use familiar vocabulary to say a short sentence using a language scaffold • speak about everyday activities and interests • refer to recent experiences or future plans • use short phrases to give a personal response • say simple familiar words to describe people, places, things and actions using a model • say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. • say one or two short sentences that may contain an adjective to describe people, places, things and actions • name nouns and present simple rehearsed statement to a partner • present simple rehearsed statements about themselves, objects and people to partner. • present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. Pronunciation and intonation • identify individual sounds in words and pronounce accurately when modelled • start to recognise the sound of some letter strings in familiar words and pronounce when modelled • adapt intonation to ask questions or give instructions • show awareness of accents, elisions and silent letters • begin to pronounce words appropriately.	Phrases and conversations • express a wider range of opinions and begin to provide simple justification • say a longer sentence using familiar language • use familiar vocabulary to say several longer sentences using a language scaffold • refer to everyday activities and interests, recent experiences and future plans • vary language and produce extended responses • hold a simple conversation with at least 3-4 exchanges without prompts • use knowledge of grammar to adapt and substitute single words and phrases • manipulate familiar language to present ideas and information in simple sentences • present a range of ideas and information, using prompts, to a partner or a small groups of people • present a range of ideas and information, without prompts, to a partner or groups of people. Pronunciation and intonation • pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules • appreciate the impact of accents and elisions on sounds and apply increasingly confidently when pronouncing words • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules • adapt intonation, for example to mark questions and exclamations.
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Spanish – Subject Overview & Progression

Reading and Responding	Reading • read and show understanding of familiar single words • read and show understanding of simple phrases and sentences containing familiar words • use strategies for memorisation of vocabulary • make links with English or know language to work out the meaning of new words • use context to predict the meaning of new words • read and understand short texts using familiar language • identify and note the main points and give a personal response • identify and note the main points and give a personal response on a passage • use a bilingual dictionary or glossary to look up new words • begin to read independently	Reading • read and show understanding of simple sentences containing familiar and some unfamiliar language • read and understand the main points from short, written material • read and understand the main points and some detail from short, written material • use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) • use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in [language] and in English • read independently
Writing	Writing • write single familiar words/phrases from memory • replace familiar vocabulary in short phrases written from memory to create new short phrases • copy simple familiar words to describe people, places, things and actions using a model. • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. • write 1-2 simple sentences that may contain an adjective to describe people, places, things and actions • write 2-3 short sentences on [topic] • say what they like and dislike about [topic]	Writing • write a simple sentence from memory using familiar language • write several sentences from memory with familiar language and increased accuracy • replace vocabulary in sentences written from memory to create new sentences with increased accuracy • write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold • manipulate familiar language to describe people, places, things and actions, possibly using a dictionary • use a wider range of descriptive language in descriptions of people, places, things and actions • write a paragraph of about 3-4 simple sentences • use a dictionary or glossary to check words they have learnt



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Spanish – Subject Overview & Progression

Grammar	Grammar • show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English • recognise cognates • name the gender of nouns • name the indefinite and definite articles for both genders and use correctly • say how to make the plural form of nouns • name the first and second-person singular subject pronouns • use the correct form of some regular and high frequency verbs in the present tense with the first and second person • name the third-person singular subject pronouns • use the present tense of some high frequency verbs in the third person singular • use the simple negative form • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use • recognise and use the first-person possessive adjectives • recognise a high frequency verb in the past tense and in the simple future and use as a set phrase • conjugate a high frequency verb in the present tense • show awareness of subject-verb agreement • use simple prepositions in sentences • use the third person singular and plural of the verb 'to be' in the present tense.	Grammar • identify word classes • demonstrate understanding of gender and number of nouns and use appropriate determiners • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence • name and use a range of conjunctions to create compound sentences • use some adverbs • demonstrate the use of first, second and third-person singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement • explain and use elision and state the differences and similarities with English • recognise and use the simple future tense of a high frequency verb and compare with English • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular – explain how it is formed • recognise and use the first and third person singular possessive adjectives • recognise and use a range of prepositions • use the third person plural of a few high frequency verbs in the present tense • name all subject pronouns and use to conjugate a high frequency verb in the present tense • recognise and use a high frequency verb in the perfect tense – compare to English • follow a pattern to conjugate a regular verb in the present tense • choose the correct tense of a verb (past/present/future) according to context.
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