

Spanish Skills Progression

Year 3 – Autumn 1 ‘ I Am Learning Spanish’ (Early)

Key Knowledge and Skills to consider/Learning Objectives

- BEFORE THIS UNIT: Children will cover the ‘Definite Articles’ unit from the ‘Grammar Explained’ area of Language Angels
- Pinpoint Spain and other Spanish speaking countries on a map of the world
- Ask and answer the question ‘How are you?’ in Spanish
- Say ‘Hello’ and ‘Goodbye’ in Spanish
- Ask and answer the question ‘What is your name?’ in Spanish
- Count to ten in Spanish
- Say ten colours in Spanish

National Curriculum references:

- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Assessment Task:

- Speaking: general greetings
- Listening: numbers within 10
- Reading: colours
- Writing: numbers within 10

Spanish Skills Progression

Year 3 – Autumn 2 ‘ Musical Instruments (Early)

Key Knowledge and Skills to consider/Learning Objectives

- BEFORE THIS UNIT: Children will recap the ‘Definite Articles’ unit from the ‘Grammar Explained’ area of Language Angels
- Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner.
- Start to understand articles/determiners better in Spanish.
- Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to ten different instruments.

National Curriculum references:

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

Assessment Task:

- Speaking: Can you say any of the following in Spanish?
- Listening: From the PowerPoint slide, write the numbers that match the different musical instruments you hear spoken.
- Reading: Can you draw a line from any of the following words to the correct picture?
- Writing: Can you write any of the following phrases in Spanish?

Spanish Skills Progression

Year 3 – Spring 1 ‘Animals’ (Early)

Key Knowledge and Skills to consider/Learning Objectives

- Name and recognise up to 10 animals in Spanish.
- Attempt to spell some of these nouns with their correct indefinite article/determiner.
- Pretend that we are a particular animal using the 1st person singular form of the verb ser (to be), soy (I am).

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: names of animals (using ‘soy’)
- Listening: names of animals
- Reading: names of animals
- Writing: names of animals (using ‘un’ and ‘una’)

Spanish Skills Progression

Year 3 – Spring 2 ‘Fruits’ (Early)

Key Knowledge and Skills to consider/Learning Objectives

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: giving opinions of fruits
- Listening: names of fruits
- Reading: names of fruits and opinions of fruits
- Writing: names of fruits and opinions of fruits (using ‘un’, ‘una’, ‘los’ and ‘las’)

Spanish Skills Progression

Year 3 – Summer 1 ‘Seasons’ (KS2 Early)

Key Knowledge and Skills to consider/Learning Objectives

- Name, recognise and remember all four seasons in Spanish.
- Say what our favourite season is in Spanish.
- Say why it is our favourite season in Spanish.
- Start to recognise and use the conjunctions ‘y’ (and) & ‘porque’ (because) in our spoken and written responses.

National Curriculum references:

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

Assessment Task:

- Children will be independently write a sentence stating their favourite season and why. Children will then say this response to check their spoken skill and pronunciation

Spanish Skills Progression

Year 3 – Summer 2 ‘I Know How...’ (Early)

Key Knowledge and Skills to consider/Learning Objectives

- Recognise, remember and spell 10 action verbs in Spanish.
- Use these verbs in the infinitive to form positive and negative sentence structures with ‘sé’ (I know how) and ‘no sé’ (I do not know how).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ (and) & ‘pero’ (but).

National Curriculum references:

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

Assessment Task:

- Can you say any of the following in Spanish?
- From the PowerPoint slide, write the numbers that match the different phrases you hear spoken.
- Can you draw a line from any of the following words to the correct picture?
- Can you write any of the following phrases in Spanish?

Spanish Skills Progression

Year 4 – Autumn 1 ‘Presenting Myself’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: My name is... I am ... years old. I live in... I am English (male). I am Spanish (female).
- Listening: numbers within 20
- Reading: reading a passage in Spanish and answering questions in English
- Writing: Translating sentences from English to Spanish

Spanish Skills Progression

Year 4 – Autumn 2 ‘My Family’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Remember the nouns for family members in Spanish from memory.
- Describe our own or a fictitious family in Spanish by name, age, and relationship.
- Count to 100 in Spanish.
- Understand possessive adjectives better in Spanish (‘my’ form only).

National Curriculum references:

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

Assessment Task:

- Speaking: my ... is called (family members)
- Listening: numbers within 100
- Reading: family members
- Writing: translating sentences from English to Spanish

Spanish Skills Progression

Year 4 – Spring 1 ‘In The House’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Say and write in Spanish whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...
- Use the connective/conjunction y to link two sentences together.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: to say where they live
- Listening: rooms in houses
- Reading: reading a passage in Spanish and answering questions in English
- Writing: to translate sentences from English to Spanish

Spanish Skills Progression

Year 4 – Spring 2 ‘In The Classroom’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.
- Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.
- Learn how to use the negative in Spanish.
- Describe what we have and do not have in our pencil case/rucksack.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: ‘I have’ / ‘I do not have’ followed by basic classroom objects
- Listening: classroom objects
- Reading: classroom objects
- Writing: ‘I have’ / ‘I do not have’ followed by basic classroom objects

Spanish Skills Progression

Year 4 – Summer 1 ‘Clothes’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Recognise and recall from memory 21 items of clothing.
- Explore the regular ‘ar’ whole verb present tense conjugation of the verb **LLEVAR** to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective ‘my’ in Spanish and describe clothes in terms of colour.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: Can you say any of the following in Spanish?
- Listening: From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different items of clothing that the speaker says they DO wear.
- Reading: Can you read the passage in Spanish below and then answer any of the questions in English?
- Writing: Can you write any of the following five phrases in Spanish?

Spanish Skills Progression

Year 4 – Summer 2 ‘The Date’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish.
- Ask and answer what the date is in Spanish.
- Ask and answer the question ‘when is your birthday?’ in Spanish.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Assessment Task:

- Speaking: names of months and ‘my birthday is...’
- Listening: names of months
- Reading: reading sentences in Spanish and answering in English
- Writing: names of months and ‘my birthday is...’

Spanish Skills Progression

Year 5/6 A – Autumn 1 ‘Weather’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with symbols.

National Curriculum references:

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

Assessment Task:

Speaking: Can you say any of the following in Spanish?

Listening: From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different weather conditions you hear spoken.

Reading: Can you read the passage in Spanish below and then answer any of the questions in English?

- Writing: Can you write any of the following five weather phrases in Spanish?

Spanish Skills Progression
Year 5/6 A – Autumn 2 ‘Healthy Lifestyle’ (Progressive)

- Introduction to 10 examples of healthy foods and drinks
- Introduction to 9 examples of unhealthy foods and drinks
- Consolidation of 19 food and drink items introduced in past two lessons
- Introduction of 8 possible activities that help/hinder a healthy lifestyle
- Healthy recipe with instructions in Spanish

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

Speaking: Can you say the following in Spanish?

Listening: Can you identify the activities the people are doing?

Reading: Can you read the passage in Spanish and answer the following questions in English?

- Writing: Can you write any of the following five phrases in Spanish?

Spanish Skills Progression
Year 5/6 A – Spring 1 – Regular Verbs (Progressive)

Key Knowledge and Skills to consider/Learning Objectives

- Understand better what personal/subject pronouns are.
- Understand better the concept of verb stems and endings.
- Conjugate easily and with clear understanding regular -er verbs like COMER.
- Conjugate easily and with clear understanding regular -ir verbs like VIVIR.
- Conjugate easily and with clear understanding regular -ar verbs like HABLAR.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
 - Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
 - Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
 - Grammar: 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 to build sentences; and how these differ from or are similar to English.
- NO ASSESSMENT TASK

Spanish Skills Progression

Year 5/6 A – Spring 2 – ‘At School’ (Progressive)

Key Knowledge and Skills to consider/Learning Objectives

- Repeat and recognise the vocabulary for school subjects.
- Say what subjects they like and dislike at school.
- Say why they like/ dislike certain school subjects.
- Tell the time (on the hour) in Spanish.
- Say what time they study certain subjects at school.

National Curriculum references:

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

Assessment Task:

- Speaking: name of school subjects and whether they like/do not like them (me gusta / no me gusta)
- Listening: names of school subjects
- Reading: reading a passage in Spanish and answering in English
- Writing: naming and giving opinions on school subjects

Spanish Skills Progression
Year 5/6 A – Summer 1 - Irregular Verbs (Progressive)

- Understand better the concept of verb stems and endings.
- Conjugate easily and with clear understanding irregular verbs like TENER.
- Conjugate easily and with clear understanding irregular verbs like SER/ESTAR.
- Conjugate easily and with clear understanding irregular verbs like HACER.
- Conjugate easily and with clear understanding irregular verbs like TENER.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

- NO ASSESSMENT TASK

Spanish Skills Progression
Year 5/6 A – Summer 2 – Writing Letters (Own Unit)

Key Knowledge and Skills to consider/Learning Objectives

- Writing letters
- Reading letters
- Revisiting and revising previously taught vocab and skills in order to read and write letters
- Using dictionaries and other sources to expand knowledge of vocabulary

National Curriculum references:

- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Writing letters
- Reading letters

Spanish Skills Progression

Year 5/6 B – Autumn 1 ‘At the Café’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Order from a selection of foods from a Spanish menu.
- Order from a selection of drinks from a Spanish menu.
- Order a Spanish breakfast.
- Order typical Spanish snacks.
- Ask for the bill.
- Remember how to say hello, goodbye, please and thank you.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: to order in Spanish
- Listening: names of foods and drinks
- Reading: names of foods and drinks

Writing: names of foods and drinks

Spanish Skills Progression

Year 5/6 B – Autumn 2 – ‘Do you have a pet?’ (Intermediate)

Key Knowledge and Skills to consider/Learning Objectives

- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish.
- Tell somebody in Spanish if they have or do not have a pet.
- Ask somebody else in Spanish if they have a pet.
- Tell somebody in Spanish the name of their pet.
- Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: names of animals (using ‘tengo’ I have)
- Listening: names of animals (concentrating on ‘no tengo’ I do not have)
- Reading: names of animals

Writing: names of animals (using ‘tengo’ I have and ‘no tengo’ I do not have)

Spanish Skills Progression

Year 5/6 B – Spring 1 and 2 – ‘At the Weekend’ (Progressive)

Key Knowledge and Skills to consider/Learning Objectives

- Ask what the time is in Spanish.
- Tell the time accurately in Spanish.
- Learn how to say what they do at the weekend in Spanish.
- Learn to integrate connectives into their work.

Present an account of what they do and at what time at the weekend.

National Curriculum references:

- Listening: Listen attentively to spoken language and show understanding by joining in and responding.
- Speaking: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speaking: Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Speaking: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Speaking: Present ideas and information orally to a range of audiences.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.

Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Speaking: saying what activities they do and telling the time
- Listening: activities and times
- Reading: reading a passage in Spanish and answering in English

Writing: activities and times

Spanish Skills Progression
Year 5/6 B – Summer 1 and 2 – Writing Stories for EYFS (Own Unit)

Key Knowledge and Skills to consider/Learning Objectives

- Writing simple stories based on ‘That’s Not My...’ for EYFS
- Using dictionaries and online sources to research new vocabulary
- Revisiting and revising previously taught vocab and skills in order to create their simple stories

National Curriculum references:

- Reading: Read carefully and show understanding of words, phrases and simple writing.
- Reading: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Writing: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Writing: Describe people, places, things and actions orally and in writing.
- Grammar: 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 to build sentences; and how these differ from or are similar to English.

Assessment Task:

- Writing simple stories
- Reading their stories to ensure they make sense