

# Hazelwood Schools



**Spanish**

**Progression**

## Language Progression: Spanish KS2 curriculum

| Knowledge Strands | Modes and modalities  | Year 3   | Year 4  | Year 5  | Year 6  |
|-------------------|---|--|---|---|---|
| <b>Phonics</b>    | <b>Recognition &amp; Production</b><br>(Sound (L) to print (W)) | I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.          | I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes. | I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.  | I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.  |
|                   | <b>Recognition &amp; Production</b><br>(Print (R) to sound (S)) | I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.   | I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.   | I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.   | I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.  |
| <b>Vocabulary</b> | <b>Understanding</b><br>(Aural (L) / Written (R))               | I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.  | I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.                                     | I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. | I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary. |
|                   | <b>Production</b><br>(Oral (S) / Written (W))                   | I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and | I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and  | I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using   | I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar                            |

|                            |  |  |  |  |   |
|----------------------------|--|--|--|--|---|
|                            |  | actions, using familiar vocabulary and basic language structures.  | actions, using familiar vocabulary and basic language structures | familiar vocabulary and basic language structures.   | vocabulary and basic language structures. |
| <b>Grammar<sup>1</sup></b> | <b>Understanding</b><br>(Aural (L) /<br>Written (R)) | I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas                        |  | I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas                        |   |
|                            | <b>Production</b><br>(Oral (S) /<br>Written (W))     | To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas |  | To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas |   |

<sup>1</sup> The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)