

Language Progression: Panshanger School KS2 Spanish curriculum overview

Strands		Year 3	Year 4	Year 5	Year 6
Oracy	Speaking and listening	<p>Enjoy listening to and speaking in the language</p> <ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences • Communicate with others using simple words and phrases and short sentences • Understand conventions such as taking turns to speak, valuing the contribution of others • Use correct pronunciation in spoken work. 	<p>Listen to and identify words and short phrases</p> <ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions • Memorise and present a short text.(song, rhyme, poem etc.) 	<p>Pick out some of the detail from short spoken passages</p> <ul style="list-style-type: none"> • Enjoy interacting even when they hear unfamiliar language • Join in a short conversation • Make a short presentation using a model. 	<p>Listen to and understand the main points and some detail from a short spoken passage</p> <ul style="list-style-type: none"> • Give a presentation in a clear audible voice • Converse briefly without prompts • Enjoy listening and speaking confidently.
		Literacy	Reading and writing	<p>Recognise and understand some familiar words and phrases in written form</p> <ul style="list-style-type: none"> • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory. • Understand how a dual language dictionary is structured and how to use it 	<ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. • Use a dual language dictionary to find words beginning with a specific letter and to locate specific words
KAL Knowledge about language	Oracy			<p>Identify specific sounds, phonemes and words</p> <ul style="list-style-type: none"> • Recognise commonly used rhyming sounds. • Identify specific sounds, phonemes and words • Imitate pronunciation. • Hear main word classes 	<ul style="list-style-type: none"> • Recognise negative statements. • Recognise categories of words (e.g. colours, animals) • Extend recognition of word classes

		<ul style="list-style-type: none"> • Recognise question forms and negatives • Recognise conventions of politeness • Engage in turn taking. • Link sounds to meanings • Recognise negative statements. 	<ul style="list-style-type: none"> • Recognise and apply simple agreements (e.g. gender, singular, plural) • Interpret non-verbal communication. • Sort words according to sounds. • Use question forms • Identify word classes and understand the function of e.g. verbs. 	<ul style="list-style-type: none"> • Recognise different types (register) of language • Apply knowledge of language rules and conventions when building short sentences. 	<ul style="list-style-type: none"> • Use knowledge of words, text and structure to make meaning, using simple language spontaneously.
	Literacy	<ul style="list-style-type: none"> • Recognise how sounds are represented in written form • Notice the spelling of familiar words. • Understand how far letters/letters strings are both similar to and different from English • Recognise that some words occur in both English and the language being learned, although they may sound different. • Appreciate that writing systems are different from one another. 	<ul style="list-style-type: none"> • Apply phonic knowledge of the foreign language in order to decode text. • Recognise that texts often have the same conventions of style and layout as in English. • Use phonic knowledge to support accurate pronunciation • Recognise the main word classes. • Apply phonic knowledge to write simple words and phrases. 	<ul style="list-style-type: none"> • Notice different text types and deal with authentic text. • Recognise the typical conventions of word order and compare with English/other languages spoken in the class. • Apply phonic and whole word knowledge in the new language in order to locate words in a reference source. 	<p>Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts</p> <ul style="list-style-type: none"> • Apply knowledge of word order and sentence construction to support the understanding of written text. • Use knowledge of the language features, style and layout of different texts to support understanding. • Apply knowledge of words and text conventions to build meaningful sentences and short texts.

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).