

Spanish Progression Map



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Taken from JMB Education's Languages Curriculum Framework <https://www.jmbeducation.com/>

Years 3 and 4

Years 5 and 6

Asking and responding to :	Years 3 and 4	Years 5 and 6
Joining in and responding	- 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	- Engage in a short conversation using a range of simple, familiar questions - Ask and answer more complex questions with a scaffold of responses
Stories, songs, poems and rhymes	- 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	- 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

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 a simple rehearsed statement to a partner • Present simple rehearsed statements about themselves, objects and people to a partner • Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people	• 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 group of people • Present a range of ideas and information, without prompts, to a partner or a 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	• Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules • Appreciate the impact of accents and elisions on sound 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
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 known 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	• 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	• 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 a simple sentence from memory using familiar language • Write several sentences from memory with familiar language with 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

	• 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]	• 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
	• 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 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 a 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	• 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's 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 with 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