



## St Luke's RC Spanish Knowledge Progression



Units			
Year Three	Year Four	Year Five	Year Six
Greetings (hello/goodbye, how are you?) Family (members, pets) Numbers (up to 10 and progressing within each year group)			

Key Stage Two			
Listen attentively to spoken language and show understanding by joining in and responding (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>repeat modelled words</li><li>listen and show understanding of single words through physical response</li><li>repeat modelled short phrases</li><li>listen and show understanding of short phrases through physical response</li></ul>		Children can: <ul style="list-style-type: none"><li>listen and show understanding of simple sentences containing familiar words through physical response</li><li>listen and understand the main points and some detail from short, spoken material in Spanish</li></ul>	
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>listen and identify specific words in songs and rhymes and demonstrate understanding</li><li>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li></ul>		Children can: <ul style="list-style-type: none"><li>listen and identify rhyming words and specific sounds in songs and rhymes</li><li>follow the text of familiar songs and rhymes, identifying the meaning of words</li><li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling</li></ul>	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>recognise a familiar question and respond with a simple rehearsed response</li><li>ask and answer at least one simple and familiar question with a response</li><li>ask and answer a simple and familiar question with a response</li></ul>		Children can: <ul style="list-style-type: none"><li>engage in a short conversation using a range of simple, familiar questions</li><li>converse briefly without prompts</li></ul>	
Speak in sentences, using familiar vocabulary, phrases and basic language structures (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>name objects and actions and may link words with a simple connective</li><li>use familiar vocabulary to say a short sentence using a language scaffold</li><li>speak about everyday activities and interests</li></ul>		Children can: <ul style="list-style-type: none"><li>say a longer sentence using familiar language</li><li>use familiar vocabulary to say several longer sentences using a language scaffold</li><li>vary language and produce extended responses</li></ul>	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can:		Children can:	

<ul style="list-style-type: none"><li>• identify individual sounds in words and pronounce accurately when modelled</li><li>• start to recognise the sound of some letter strings in familiar words and pronounce when modelled</li><li>• adapt intonation to ask questions or give instructions</li><li>• recognise the sound of some letter strings in familiar words and pronounce when modelled</li><li>• show awareness of accents, elisions and silent letters; begin to pronounce words accordingly</li></ul>		<ul style="list-style-type: none"><li>• appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words</li><li>• start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules</li><li>• adapt intonation, for example to mark questions and exclamations</li></ul>	
Present ideas and information orally to a range of audiences (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>• name nouns and present a simple rehearsed statement to a partner</li><li>• present simple rehearsed statements about themselves, objects and people to a partner</li><li>• present ideas and information in simple sentences using familiar and rehearsed language to a partner</li></ul>		Children can: <ul style="list-style-type: none"><li>• manipulate familiar language to present ideas and information in simple sentences</li><li>• present a range of ideas and information, using prompts, to a partner or a small group of people</li></ul>	
Describe people, places, things and actions orally (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>• say simple familiar words to describe people, places, things and actions using a model</li><li>• say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold</li><li>• say one or two short sentences that may contain an adjective to describe people, places, things and actions</li></ul>		Children can: <ul style="list-style-type: none"><li>• say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold</li><li>• manipulate familiar language to describe people, places, things and actions</li><li>• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary</li></ul>	
Appreciate stories, songs, poems and rhymes in the language (LISTENING/SPEAKING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>• join in with actions to accompany familiar songs, stories and rhymes</li><li>• join in with words of a song or storytelling</li></ul>		Children can: <ul style="list-style-type: none"><li>• follow the text of a familiar song or story</li><li>• follow the text of a familiar song or story and sing or read aloud</li><li>• understand the gist of an unfamiliar story or song using familiar language and sing or read aloud</li></ul>	
Read carefully and show understanding of words, phrases and simple writing (READING/WRITING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>• read and show understanding of familiar single words</li><li>• read and show understanding of simple phrases and sentences containing familiar words</li></ul>		Children can: <ul style="list-style-type: none"><li>• read and show understanding of simple sentences containing familiar and some unfamiliar language</li><li>• read and understand the main points from short, written material</li><li>• read and understand the main points and some detail from short, written material</li></ul>	
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (READING/WRITING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>• use strategies for memorisation of vocabulary</li><li>• use a range of strategies for memorisation of vocabulary</li><li>• make links with English or known language to work out the meaning of new words</li></ul>		Children can: <ul style="list-style-type: none"><li>• use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</li><li>• use context to predict the meaning of new words</li><li>• begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English</li></ul>	

		<ul style="list-style-type: none"><li>use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English</li></ul>	
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly (READING/WRITING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>write single familiar words from memory with understandable accuracy</li><li>write familiar short phrases from memory with understandable accuracy</li></ul>		Children can: <ul style="list-style-type: none"><li>write a simple sentence from memory using familiar language</li><li>replace familiar vocabulary in short phrases written from memory to create new short phrases</li><li>write several sentences from memory with familiar language with understandable accuracy</li><li>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy</li></ul>	
Describe people, places, things and actions in writing (READING/WRITING)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>copy simple familiar words to describe people, places, things and actions using a model</li><li>write one or two simple sentences that may contain an adjective to describe people, places, things and actions</li></ul>		Children can: <ul style="list-style-type: none"><li>write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold</li><li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary</li><li>use a wider range of descriptive language in their descriptions of people, places, things and actions</li></ul>	
Children 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, for instance, to build sentences; and how these differ from or are similar to English. (GRAMMAR)			
Year Three	Year Four	Year Five	Year Six
Children can: <ul style="list-style-type: none"><li>show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English</li><li>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</li><li>name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular</li><li>use a simple negative form (ne... pas)</li><li>recognise and use the first person possessive adjectives (mon, ma, mes)</li><li>recognise and use partitive articles</li><li>conjugate a high frequency verb (soy – to be) in the present tense; show awareness of subject-verb agreement</li><li>use simple prepositions in their sentences</li><li>use the third person singular and plural of the verb ‘être’ in the present tense</li><li>identify word classes</li><li>name and use a range of conjunctions to create compound sentences</li><li>demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement</li><li>explain and use elision; state the differences and similarities with English</li></ul>			