

Year 4 Languages Progression ladder overview – Spanish – Term 3

Skills and knowledge	Example contexts and language	Arriving in Year 5 Term 1 able to...
<p>Listening Listen, understand, and respond to an increasing number of short phrases and sentences containing familiar language.</p>	<ul style="list-style-type: none"> • Play 'Loto', 'Splat' and 'Beat the Teacher' with items of food and drink and colours • Begin to listen to a few familiar sounds and phrases without seeing the words e.g. a description of an alien • Respond, more confidently, to audios in a variety of ways e.g. Stand up if it applies to you when talking about healthy/unhealthy eating 	<ul style="list-style-type: none"> • have a go at picking out some familiar words and phrases without seeing the transcript. • listen attentively and show understanding by joining in and responding in a variety of ways.
<p>Speaking Communicate with others answering simple familiar questions and giving basic information using familiar short phrases and sentences which have been rehearsed.</p>	<ul style="list-style-type: none"> • Basic interactions at the beginning and ending of lessons are routinely embedded with most pupils. Some pupils offer more information. • Revisit opinion phrases to say what food and drink they like and dislike • Use the sentence builder to write a short paragraph on food and drink and add previously taught vocab from memory • Play 'Talking Tennis Ball' to give a sentence about what you like for a particular meal – more confident pupils give more sentences • Present menus with a short presentation giving opinions 	<ul style="list-style-type: none"> • join in speaking activities willingly and more confidently. • ask and answer several simple and familiar questions with a rehearsed response. • use familiar vocabulary to produce simple sentences giving a variety of information (using a language scaffold if needed).

<p>Reading Recognise, read, and understand some familiar written words and phrases.</p> <p>Read a wider range of words and sentences aloud.</p> <p>Show more awareness of sound-spelling links.</p>	<ul style="list-style-type: none"> • Pupils easily match pictures of food and drink to Spanish words • Regular recall and matching up of previously taught words and phrases support pupils to commit these to long term memory • Organize a food list into categories 	<ul style="list-style-type: none"> • read aloud and show understanding of several more familiar short phrases and/or sentences. • read a simple menu in Spanish.
<p>Writing Write several short phrases and/or sentences with support or a model.</p> <p>Spell several common and familiar words correctly.</p> <p>Write several simple phrases and/or sentences from memory.</p>	<ul style="list-style-type: none"> • Create sentences to say what they have for a particular meal using a sentence builder with English added. Intensive simple translation work will allow more confident pupils to use the sentence builder without English • Begin to translate longer sentences • Use the opinion pyramid (with English for support if appropriate) to write an extended paragraph on food and drink 	<ul style="list-style-type: none"> • write short phrases or sentences from memory. • be accepting that mistakes will be made when attempting to write short phrases or sentences from memory.
<p>Grammar Become confident in using:</p> <ul style="list-style-type: none"> • Present tense of 'yo' form of 'comer' (Como) • Definite articles 'el, la, los, las' • Opinion phrases <p>Be introduced to:</p> <ul style="list-style-type: none"> • Present tense of 'yo' form of 'beber' (Bebo) 	<ul style="list-style-type: none"> • Frequent recall of 'como' and 'bebo' supports pupils to retain this in their long term memory • Organise food and drink according to their gender – this reinforces practice of definite articles 	<ul style="list-style-type: none"> • demonstrate understanding of the position of common familiar adjectives. • use the correct form of the definite article according to the gender of the noun. • produce some positive and negative sentences with high frequency verbs.

<ul style="list-style-type: none"> Countable and uncountable nouns 		
<p>Phonics Explore the patterns, sounds and phonemes of language to help develop accurate pronunciation and intonation.</p>	<ul style="list-style-type: none"> Revise the phonics pairs 'L/Y' – working with a partner, pupils begin to apply their recalled knowledge of these sounds to pick out words from a list Frequent recall of previously taught words and phrases supports pupils to apply their phonics knowledge Begin to identify, but not necessarily pronounce, cognates that are pronounced differently using their knowledge of Spanish sounds 	<ul style="list-style-type: none"> pick out some familiar and occasionally unfamiliar words that contain the phonics pairs 'L/Y', 'N/Ñ', 'E/U', 'I/AI', 'O/AU', 'A/EI' and 'G/J'. recall some of the mouth movements needed to make the sounds for the phonics pairs from this year. have a very basic awareness that the pronunciation of cognates is very different even if the spelling is similar. begin to apply phonics knowledge to support reading and read very short phrases aloud with increasingly accurate pronunciation.
<p>Culture Start to identify similarities and differences in one's own culture to that of another in the Spanish-speaking world.</p> <p>Continue to learn about celebrations in the Spanish-speaking world and about daily life in other countries where Spanish is spoken.</p>	<ul style="list-style-type: none"> Learn about classic Spanish dishes in the Spanish-speaking world Learn about food etiquette 	<ul style="list-style-type: none"> talk a little about a celebration in Spain. give a little information about Easter in Spain. name a few classic Spanish dishes from the Spanish speaking world.