

Year 5 Languages Progression ladder overview – Spanish – Term 3		
Skills and knowledge	Example contexts and language	Arriving in Year 6 Term 1 able to...
<p>Listening Listen and show understanding of the main points in a spoken passage made up of familiar language and containing a few complex phrases and sentences.</p>	<ul style="list-style-type: none"> • Pupils play 'Pictionary' to draw what they understand about a Spanish speaking area • Recall colours from the number song to play a game of 'Splat' • Pick out the main points from a short presentation with a few extended sentences about a Spanish speaking area or country that contains familiar language 	<ul style="list-style-type: none"> • understand the main points and some spoken details in passages that contain familiar language. • pick out most of the main points from a short passage that contains more complex phrases and sentences. • listen attentively to spoken language and respond accordingly.
<p>Speaking Take part in short conversations using familiar language.</p> <p>Become more confident in asking and answering simple questions.</p> <p>Understand and express more complex opinions.</p>	<ul style="list-style-type: none"> • Play Noughts and Crosses with a partner to say what language is spoken, where it is spoken and in which continent • Pupils complete the 'Speaking Quizzes' across a range of familiar topics • Pupils play 'Talking Tennis Ball' recalling details about a Spanish speaking country or area. More confident pupils can adapt information in model sentences. 	<ul style="list-style-type: none"> • ask and answer more complex familiar questions with a scaffold of responses. • join in with familiar songs. • produce a short presentation or description e.g. of a Spanish speaking area or country.
<p>Reading Understand the main points from a short, written text which may be in a different format and/or different context.</p>	<ul style="list-style-type: none"> • Pupils use previous knowledge of nationalities and languages to unjumble longer sentences to say what language is spoken in a particular country 	<ul style="list-style-type: none"> • read aloud and pick out most of the main points from short texts containing a variety of familiar phrases and longer sentences

<p>Read a variety of short simple texts.</p> <p>Use a book or glossary to find out the meaning of new/unfamiliar words.</p>	<ul style="list-style-type: none"> • Pupils look up words for nationalities and languages in a glossary or dictionary • Play the 'Stand up if' game to show that they can understand main points in a short text describing a Spanish speaking country • Read aloud (with support if required) sentences to describe a Spanish speaking country • Pupils translate a passage about a Spanish speaking country 	<p>(there may be the odd unfamiliar phrase contained in the text).</p> <ul style="list-style-type: none"> • look up unfamiliar words in a bi-lingual dictionary or glossary to aid with understanding unfamiliar phrases. • read a description and/or short story based on familiar language.
<p>Writing</p> <p>Write a few short sentences with support using previously learnt vocabulary.</p> <p>Spell words that are easily understandable.</p> <p>Frequently write phrases and/or sentences from memory.</p>	<ul style="list-style-type: none"> • In pairs, pupils complete a mind map of Spanish speaking areas of the world • Recall vocabulary for example colours, food and drink, types of weather, compass points to be able to write a short paragraph about a Spanish speaking area • Complete sentences about the landscape of a Spanish speaking area by picking words from a list of semi-familiar words – more confident pupils will extend their sentences to include more detail • Play the 'Blast Off' game to write sentences about the landscape of a Spanish speaking area from memory 	<ul style="list-style-type: none"> • write paragraphs with sentences from memory with increasing accuracy. • write a short report e.g. about a Spanish speaking country with support or from memory. • show a willingness to have a go at writing new words using phonics knowledge. • not worry about making mistakes when attempting to write sentences from memory or when using unfamiliar language.

	<ul style="list-style-type: none"> • Pupils write a presentation about a country of their choice either using a model or completely from scratch 	
<p>Grammar</p> <p>Become confident in using:</p> <ul style="list-style-type: none"> • the preposition 'en' with countries and continents • Question word '¿Dónde + está' • 'hay' • The verbs 'estar' and 'tener' <p>Be introduced to:</p> <ul style="list-style-type: none"> • 'Se habla' • Colours and their adjective endings • Using a book or glossary to find out the meaning of new/unfamiliar words 	<ul style="list-style-type: none"> • Use 'hay' with confidence • Begin to form questions using '¿Dónde + está' • Recognise the 3rd person singular forms of 'estar', 'ser' and 'tener' in short texts 	<ul style="list-style-type: none"> • (with help) find a relevant word in a bilingual dictionary or glossary, to check the meaning. • use the question word 'dónde'.
<p>Phonics</p> <p>Explore the patterns, sounds and phonemes of language to help develop accurate pronunciation and intonation.</p> <p>Become more confident in applying phonics knowledge to correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</p>	<ul style="list-style-type: none"> • Become confident the phonics pairs 'E/U' and, working with a partner, pupils apply their recalled knowledge of these sounds to pick out words from a list containing unfamiliar words (some pupils may require support to complete this activity) • Frequent recall of previously taught words and phrases supports pupils to pronounce the Spanish speaking countries 	<ul style="list-style-type: none"> • pick out familiar and unfamiliar words that contain the phonics pairs 'E/U'. • with increasing confidence, pick out some familiar and more unfamiliar words that contain the phonics pairs 'L/Y', 'E/U', 'N/Ñ', 'I/AI', 'O/AU', 'A/EI', 'G/J' and 'S/C'. • recall some of the mouth movements and instructions needed to make the sounds for the phonics pairs learned so far. • sing or recite lines from a song with good pronunciation, accuracy and

		<p>at times use appropriate tone and intonation.</p> <ul style="list-style-type: none"> • use their phonics inventory to help with recalling sounds. • begin to apply phonics knowledge to support writing.
<p>Culture Respect and understand cultural diversity.</p> <p>Understand how objects and pictures can represent a country.</p>	<ul style="list-style-type: none"> • Become aware of the cultural diversity of several Spanish speaking areas of the world including, Mexico, Cuba, Equatorial Guinea, Argentina, Peru 	<ul style="list-style-type: none"> • relate some information about a Spanish speaking area of the world as part of a class fact file.