

Year 6 Languages Progression ladder overview – Spanish – Term 2

| Skills and knowledge | Example contexts and language | Arriving in Year 6 Term 3 able to... |
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| <p>Listening</p> <p>Listen and show understanding of more complex sentences containing familiar words and some unfamiliar words.</p> <p>Understand main points and simple opinions in simple sources e.g. story, song or passage.</p> | <ul style="list-style-type: none"> • Identify pronouns using actions • Complete the Quiz Listening to recall TV programmes and musical instruments from memory • Become more confident at writing the spoken word and opinions as they hear them in the 'Turning their back to the board' activity • Pupils become more used to using the snail icon when transcribing or listening to unfamiliar words | <ul style="list-style-type: none"> • understand, more confidently, the main points and some spoken details in longer passages that contain familiar language. • listen to some unfamiliar words and spell them correctly (using the snail icon to slow down the pace if needed). • pick out main points from a short text on a known topic that contains familiar and unfamiliar language. |
| <p>Speaking</p> <p>Engage in a short conversation.</p> <p>Become confident in asking and answering questions.</p> <p>Understand and express more complex opinions.</p> <p>Present to an audience.</p> | <ul style="list-style-type: none"> • Pupils are at ease with using Spanish to start and finish the lesson, they regularly give more information about themselves • Ask a partner their opinions of different types of music (use a sentence template for support if required) • Play battleships with a partner to give opinions about TV programmes • Present a poster to the class, pointing out key information • Pupils play 'Talking Tennis Ball' to give the longest sentence possible | <ul style="list-style-type: none"> • spell out occasional words, some of which may be unfamiliar. • willingly take part in a conversation asking and answering more complex familiar questions with a scaffold of responses. • perform a role play, give a presentation, sing a song, with growing confidence and more accurate pronunciation. |

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| <p>Reading Read and show understanding of a series of complex sentences using familiar language.</p> <p>When reading aloud more complex sentences, use some knowledge of letter string sounds and observe the silent letter rules.</p> | <ul style="list-style-type: none"> • Pupils read aloud the musical instruments before listening to the audio • Pupils read their posters to their classmates and complete a factfinder in English • Read a short diary extract containing extended sentences about when people do certain activities • Translate extended sentences into English | <ul style="list-style-type: none"> • read aloud more texts containing familiar phrases, longer sentences and some unfamiliar words and phrases. • read a presentation written by a classmate containing unfamiliar words. |
| <p>Writing Manipulate familiar language to write and present a few of their own ideas and information in a few complex sentences.</p> <p>Write a few complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p> | <ul style="list-style-type: none"> • Use the battleships grid to write a short passage about TV programmes • Write sentences about why people like and dislike certain types of music • Attempt to write sentences about different TV programmes and their opinions from memory • Make a poster about a favourite band, with a picture labelled with who plays what. Pupils are encouraged to add lots of other details about the individual band members using previously learned vocabulary • Translate extended sentences into Spanish | <ul style="list-style-type: none"> • attempt to write a longer paragraph from memory. • write a presentation to include familiar words and phrases making more of an attempt to use unfamiliar words and phrases. • not worry about making mistakes when attempting to write sentences from memory or when using unfamiliar language. |
| <p>Grammar Become confident in using:</p> <ul style="list-style-type: none"> • Definite articles | <ul style="list-style-type: none"> • Arrange musical instruments and music genres in groups according to their definite article | <ul style="list-style-type: none"> • use Languagenut Verbs section to complete more 'ar' and 'er' verb activities in the present tense. |

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| <ul style="list-style-type: none"> • Present tense of 'ar' verbs in particular 'tocar' • Present tense of 'er' verbs in particular 'ver' • Negatives <p>Be introduced to:</p> <ul style="list-style-type: none"> • Being more confident in using the full verb paradigm of present tense • Pronouns | <ul style="list-style-type: none"> • Use the verb 'tocar' in as many forms as possible • Use Languagenut Verb games to practise the present tense of other verbs • Match the correct ending to the correct pronoun with help • Underline different verb endings in a short text • Manipulate different verbs to write sentences including a time phrase | <ul style="list-style-type: none"> • research other verbs in the present tense to practise on Languagenut. • recognise and use more pronouns. |
| <p>Phonics Explore the patterns, sounds and phonemes of language.</p> <p>Be able to spell more words out.</p> <p>Become more confident in applying phonics knowledge to correct pronunciation and intonation.</p> | <ul style="list-style-type: none"> • Revise the phonics pairs 'D/B' 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) • Recall all phonics sound taught during the course to date | <ul style="list-style-type: none"> • with increasing confidence, pick out some familiar and more unfamiliar words that contain the phonics pairs 'D & B' • recall 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 better pronunciation, accuracy and at times use appropriate tone and intonation. • use their phonics inventory to help with recalling sounds. |
| <p>Culture Talk about and present information about a Spanish speaking area or country.</p> | <ul style="list-style-type: none"> • Learn about Spanish speaking singers and artists • Have an awareness of different types of music in Spanish speaking countries | <ul style="list-style-type: none"> • recall information about a Spanish speaking singer or artist. • give information about Flamenco |

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| <p>Begin to understand more complex issues which affect countries in the world today, for example, poverty, famine, religion and war.</p> | <ul style="list-style-type: none">• Learn about Flamenco | |
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