Year Six Spanish Progression

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| Title | Context | Grammar | Vocabulary | Phonics |
| South America | Investigate South American countries  (Spanish speaking)  Places of interest  Writing postcards | hay / no hay  ser 3  adjectival agreement adjectival position intensifiers  definite articles  indefinite articles  making verbs negative with no  plurals of nouns  range of conjunctions | Countries  Landmarks  Features  Las playas son muy bonitas.  Las montañas son fantásticas. | h, v, ñ, j, gi, ce/ci/z, |
| The Highwayman | Character description  Physical description  Clothing  Wanted poster | tener 3rd sing  ser 3rd sing  adjectival position adjectival agreement (fem. sing.)  intensifiers  conjunctions  making verbs negative with no | Character description  (Él)es muy peligroso.  Face and body descriptions  Él es bastante alto.  No es gordo. | e, g, ge/ j, a, o, z, ñ |
| Sports and Fitness | Talking about different sports and opinions  Sports clothing  Weather related to different sports  Time (o’clock) | jugar 1st, 2nd, 3rd  hacer 1st, 2nd, 3rd  ser 1st, 2nd, 3rd  1st, 2nd, 3rd person opinions (singular and plural)  definite articles contraction al  conjunction porque + es +adjective  pero  range of conjunctions making verbs negative with no / no…tampoco | different sports  adjectives  adjectival phrases opinions  ¿te gusta?  No me gusta tampoco.  Me gusta al … también.  Me gusta el fútbol porque es divertido y juego con mis amigos. | gi / j, ci / ce, h, qu, ll |
| DfE Attainment Targets | | | Language Learning Skill Level | |
| Listen attentively to spoken language and show understanding by joining in and responding | | | listen attentively and understand more complex phrases and sentences  listen for specific words and phrases  understand the main points and simple opinions in a spoken story, song or passage | |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | | | imitate pronunciation identify specific sounds/phonemes/words  recite a short piece of narrative either from memory or by reading aloud from a text | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | | | use spoken language confidently to initiate and sustain simple dialogues and conversations  ask and answer questions on several topics understand and express opinions devise and perform simple roleplays | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | | | use spoken language confidently to initiate and sustain simple dialogues and conversations  ask and answer questions on several topics  retell using familiar language a sequence of events from a spoken passage containing complex structures Use time in spoken sentences  understand and express opinions | |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | | | identify specific sounds, phonemes, words  imitate pronunciation  recite a short piece of narrative text by reading aloud focus on correct pronunciation | |
| Present ideas and information orally to a range of audiences | | | prepare a short presentation on a familiar topic memorise and present a short spoken text  understand and express opinions using familiar language and some unfamiliar language  re-tell or present a story to an audience | |
| Read carefully and show understanding of words, phrases and simple writing | | | read and understand the main points and some detail from a short written passage (mainly familiar words) identify specific sounds, phoneme and words  imitate pronunciation  read and understand a range of familiar phrases | |
| Appreciate stories, songs, poems and rhymes in the language | | | listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short written passage (mainly familiar words) | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | | read and understand the main points and some detail from a short written passage (mainly familiar words) read and understand a range of familiar and unfamiliar phrases  apply phonic and whole word knowledge of the new language in order to locate words in a reference source | |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | | | write words, phrases and sentences (using a reference)  use time in written sentences  experiment with the writing of words and phrases from memory | |
| Describe people, places, things and actions orally and in writing | | | construct a short text eg create a ppt/ presentation or short passage to give a description  use time and sequencing structures in spoken sentences | |
| Understand basic grammar: feminine and masculine forms; 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. | | | extend use of conjunctions  understand and use time phrases to give “o’clock” times  explore and practise a regular present tense verb: “to play”  explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences | |