Year Six Spanish Progression

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| Title | Context | Grammar | Vocabulary  | Phonics |
| South America | Investigate South American countries(Spanish speaking)Places of interestWriting postcards | hay / no hay ser 3 adjectival agreement adjectival position intensifiers definite articles indefinite articles making verbs negative with no plurals of nounsrange of conjunctions | CountriesLandmarksFeaturesLas playas son muy bonitas.Las montañas son fantásticas. | h, v, ñ, j, gi, ce/ci/z,  |
| The Highwayman | Character descriptionPhysical descriptionClothingWanted poster | tener 3rd singser 3rd singadjectival position adjectival agreement (fem. sing.) intensifiers conjunctions making verbs negative with no | Character description(Él)es muy peligroso.Face and body descriptionsÉl es bastante alto.No es gordo. | e, g, ge/ j, a, o, z, ñ |
| Sports and Fitness | Talking about different sports and opinionsSports clothingWeather related to different sportsTime (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 +adjectivepero 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, wordsimitate 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 wordsimitate 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 |