Year Three Spanish Progression

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| Title | Context | Grammar | Vocabulary | Phonics |
| A New Start | Greetings and saying your name  Saying how you feel Numbers to 20  Revise colours | llamarse 1st and 2nd sing  gustar 1st sing | Greetings  ¿Cómo te llamas?  Me llamo  ¿Qué tal?  6 responses  Numbers 0 - 20  Colours  Say what colour you like/don’t like  Me gusta el color... | h, ll, ñ, a, o  e, i, u, qu |
| The Calendar And Celebrations | Days of the week  Months of the year  Birthdays | tener 1st and 2nd sing  ser 3rd sing | 7 days  12 months  Numbers 1 - 31 inc. primero  ¿Cuántos años tienes?  ¿Cuándo es tu cumpleaños?  Mi cumpleaños es el … de | ce / ci / z, b/v, cu, ñ |
| Food We Eat Everyday | Fruit  Vegetables  Breakfast  Giving opinions | gustar 1st and 2nd sing  y and pero  definite articles (singular)  infinitives comer/beber | Me gusta comer/beber  ¿Te gusta?  Fruit  Vegetables  Breakfast inc drinks | j, z, u, v, |
| Animals I Like And Don’t Like | Pets | tener 1st and 2nd sing  gustar 1st and 2nd sing  definite articles (singular and plural) | domestic animals  Tengo/No tengo  ¿Tienes un/una?  Me gustan los/las…  ¿Te gustan los/las ...? | j, ll, ci, i |
| Growing Plants | Plant pot story and song  Label plant parts | imperative verbs (plantar, regar, brillar, mirar)  crecer 3rd plural  estar 3rd (plural) | planta, riega, brilla, mira  crecen  están  plant parts | ce, ll |
| Going On A Picnic | Geography of Spain  Popular Spanish food | authentic Spanish food  asking politely  querer  opinions | Quisiera  Me gusta/gustan …  No me gusta/ gustan …  Spanish food | qu, ñ, ll, v, |
| DfE Attainment Targets | | | Language Learning Skill Level | |
| Listen attentively to spoken language and show understanding by joining in and responding | | | listen and respond to rhymes/songs/stories  listen attentively +understand instructions/praise listen for specific words and phrases | |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | | | recognise and respond to sound patterns/words identify specific sounds/phonemes/words  focus on correct pronunciation | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | | | perform simple communicative tasks using single words/phrases/short sentences  ask and answer a question  ask and answer a question (on more than one topic) | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | | | perform simple communicative tasks using single words/phrases and sentences | |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | | | recognise and respond to sound patterns and words identify specific sounds, phonemes, words  imitate pronunciation  perform simple communicative tasks using single words/phrases and sentences  focus on correct pronunciation | |
| Present ideas and information orally to a range of audiences | | | perform simple communicative tasks using single words/phrases and sentences  memorise and present a short spoken text | |
| Read carefully and show understanding of words, phrases and simple writing | | | recognise some familiar words in written form recognise and respond to sound patterns and 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  recognise some familiar words in written form  read and understand a range of familiar phrases | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | | recognise and respond to sound patterns and words identify specific sounds, phonemes and words  imitate pronunciation  read and understand a range of familiar 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 | | | experiment with the writing of simple words experiment with the writing of simple sentences  write words and phrases using a reference | |
| Describe people, places, things and actions orally and in writing | | | perform simple communicative tasks using single words/phrases and sentences  recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple 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. | | | use question forms  begin to explore nouns  identify and understand classroom commands | |