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 singgustar 1st sing | Greetings¿Cómo te llamas?Me llamo¿Qué tal? 6 responsesNumbers 0 - 20ColoursSay what colour you like/don’t likeMe gusta el color... | h, ll, ñ, a, oe, i, u, qu |
| The Calendar And Celebrations | Days of the weekMonths of the yearBirthdays | tener 1st and 2nd singser 3rd sing | 7 days12 monthsNumbers 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 | FruitVegetablesBreakfastGiving opinions | gustar 1st and 2nd singy and perodefinite articles (singular)infinitives comer/beber | Me gusta comer/beber¿Te gusta? FruitVegetablesBreakfast inc drinks | j, z, u, v,  |
| Animals I Like And Don’t Like | Pets | tener 1st and 2nd singgustar 1st and 2nd singdefinite articles (singular and plural) | domestic animalsTengo/No tengo¿Tienes un/una?Me gustan los/las…¿Te gustan los/las ...? | j, ll, ci, i |
| Growing Plants | Plant pot story and songLabel plant parts | imperative verbs (plantar, regar, brillar, mirar)crecer 3rd pluralestar 3rd (plural) | planta, riega, brilla, miracrecenestánplant parts | ce, ll |
| Going On A Picnic | Geography of SpainPopular Spanish food | authentic Spanish foodasking politelyquereropinions | QuisieraMe 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/storieslisten 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 pronunciationperform simple communicative tasks using single words/phrases and sentencesfocus 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 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 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 wordsimitate 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 |