Year Four Spanish Progression

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| Title | Context | Grammar | Vocabulary  | Phonics |
| Me and Parts of The Body | Personal descriptionsNaming face and body partsColours for describing hair and eyes | tener 1st and 2nd singadjectival agreementnotions of genderadjectival positionconjunction y | The faceThe bodyDescribing hair colourIntensifiers | c, h, ñ, z |
| My School | Explore Spanish schoolsClassroom objects | tener 1st, 2nd and 3rd sgender of nounsindefinite articlesusing sí/no | Classroom objectssi/noun/unaTengo un/una¿Tienes un/una ...? Tiene un/una ... | u, z, v |
| A Family Tree | Family members inc petsIntroducing family, names and agesNumbers to 100 | tener 1st singester 3rd singusing sí/no use of no to make a verb negative | Family membersNumbers 1 - 100Este es/Esta esTengo/No tengo ...Se llama ... | ll, ci, z,  |
| Weather | Weather phrasesMonths Seasons | hacer 3rd singhayser 3rd singen | Simple weather phrases12 months4 seasons¿Qué tiempo hace?¿Es ... en otoño/invierno/ primavera/verano ? | ce, v, ñ, h, ll, qu |
| Animals and Habitats | Animal descriptionsHabitatsAnimals linked to food chains | tener 3rd singvivir 3rd singcomer 3rd sing | AnimalsDifferent habitatsTieneViveCome | ce, ci, z, ge, gi, j |
| Summertime | Revisit weatherIce-cream flavoursFeeling unwell | gustar 1sttenerdoler 1st singtener + dolor | QuisieraMe gustaMe dueleTengo dolor | e, ce, h, qu |
| 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 sentencesidentify specific sounds, phonemes and words 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 | listen for sounds, rhyme and rhythmidentify specific sounds/phonemes/words focus on correct pronunciation and intonation |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays  |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences |
| 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 perform simple communicative tasks using single words/phrases and sentences develop accuracy in 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 prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) |
| Read carefully and show understanding of words, phrases and simple writing | read a range of familiar written phrases apply phonic and whole word knowledge of the new language to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases  |
| Appreciate stories, songs, poems and rhymes in the language | listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading aloud from the text 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 | 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 | prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) write simple words and phrases using a model and some words from memory write words and short sentences using a reference  |
| Describe people, places, things and actions orally and in writing | write word, phrases and short sentences using a reference write simple words and phrases using a model and some words from memory |
| 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. | nouns/ gender and in singular and plural begin to explore agreement of adjectives understand and use the question form “Have you ..?” and give a positive response “I have …” construct simple sentences using nouns, verb (to be) and an adjective |