Year Four Spanish Progression

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| Title | Context | Grammar | Vocabulary | Phonics |
| Me and Parts of The Body | Personal descriptions  Naming face and body parts  Colours for describing hair and eyes | tener 1st and 2nd sing  adjectival agreement  notions of gender  adjectival position  conjunction y | The face  The body  Describing hair colour  Intensifiers | c, h, ñ, z |
| My School | Explore Spanish schools  Classroom objects | tener 1st, 2nd and 3rd s  gender of nouns  indefinite articles  using sí/no | Classroom objects  si/no  un/una  Tengo un/una  ¿Tienes un/una ...?  Tiene un/una ... | u, z, v |
| A Family Tree | Family members inc pets  Introducing family, names and ages  Numbers to 100 | tener 1st sing  ester 3rd sing  using sí/no  use of no to make a verb negative | Family members  Numbers 1 - 100  Este es/Esta es  Tengo/No tengo ...  Se llama ... | ll, ci, z, |
| Weather | Weather phrases  Months  Seasons | hacer 3rd sing  hay  ser 3rd sing  en | Simple weather phrases  12 months  4 seasons  ¿Qué tiempo hace?  ¿Es ... en otoño/invierno/ primavera/verano ? | ce, v, ñ, h, ll, qu |
| Animals and Habitats | Animal descriptions  Habitats  Animals linked to food chains | tener 3rd sing  vivir 3rd sing  comer 3rd sing | Animals  Different habitats  Tiene  Vive  Come | ce, ci, z, ge, gi, j |
| Summertime | Revisit weather  Ice-cream flavours  Feeling unwell | gustar 1st  tener  doler 1st sing  tener + dolor | Quisiera  Me gusta  Me duele  Tengo 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 sentences  identify 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 rhythm  identify 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 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 | | | 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 | |