Year Five Spanish Progression

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| Title | Context | Grammar | Vocabulary | Phonics |
| Grendel | Describing body parts | tener 3rd sing  ser 3rd sing  adjectival positions  adjectival agreement s/p  plurals of nouns  definite articles  notions of gender | Parts of the body  Parts of the face  Colours  Adjectives to describe the body | j, ll, h, gi, z |
| Clothing | Viking wardrobe  My wardrobe | llevar 1st, 2nd, 3rd sing  gustar + llevar  adjectival positions  adjectival agreement s/p  plurals of nouns  definite articles  notions of gender | Items of clothing  Me gusta llevar  Colours  Adjectives to describe clothing | ll, j, v, ci/z, a, i |
| Going Places | Visiting Niagara Falls | ser 3rd sing  ester 3rd sing  poder 2nd sing  Puedes + verb  notion of verb conjugation | Directions  norte, este, sur, oeste  Prepositions  está al norte de  está al este de  está al sur de  está al oeste de | e, gi, ce/ci/z, h, j, v |
| Space | Describing the planets | ser 3rd sing  indefinite articles adjectival position  intensifiers muy/bastante  conjunction y | The planets  Sol/luna/lunas/anillos  Adjectives  Colours  circa/lejos/al lado  muy/bastante  ... está al lado de …  ... está cerca de …  ... está lejos de ...  Numbers to 1000 | j, ll, ce, e, qu, ñ, v |
| Weather | Chichen Itza  Travel | tener 1st sing  expressions with tener (calor/frío)  definite articles  opinions  notion of gender  notion of number | Weather phrases  Weather nouns  ¿Qué tiempo hace en ...?  La temperatura en …  Types of transport | h, ce, qu, v, ie |
| Where I Live | My town Warrington | tener 3rd sing  ser 3rd sing  guster 1st  hay/no hay  intensifiers muchos/muchas  pocos/pocas  notions of gender  adjectival agreements  opinions | Landmarks  Directions  Mi pueblo tiene …  No hay ... en Warrington.  Hay muchos/muchas  pocos/pocas … en Warrington. | h, ay, c, ce, ci, z, qu, ñ, v |
| 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  focus on correct pronunciation | |
| 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 understand and express opinions | |
| 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 and words  imitate 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  memorise and present a short spoken text | |
| 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, phonemes 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  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 | | | recognise and respond to sound patterns and words 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 sentence (using a reference)  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  attempt to memorise and present a written text as a spoken text | |
| 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 verbs in 3rd person singular to describe someone else  explore the verb to be in the present tense  explore and practise a regular present tense verb:“to wear”  explore and practise the present tense verb “to have“ practise accurate use of adjectives in agreement with nouns | |