Year Five Spanish Progression

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| Title | Context | Grammar | Vocabulary  | Phonics |
| Grendel | Describing body parts | tener 3rd singser 3rd singadjectival positionsadjectival agreement s/pplurals of nounsdefinite articlesnotions of gender | Parts of the bodyParts of the faceColoursAdjectives to describe the body | j, ll, h, gi, z |
| Clothing | Viking wardrobeMy wardrobe | llevar 1st, 2nd, 3rd singgustar + llevaradjectival positionsadjectival agreement s/pplurals of nounsdefinite articlesnotions of gender | Items of clothingMe gusta llevarColoursAdjectives to describe clothing | ll, j, v, ci/z, a, i |
| Going Places | Visiting Niagara Falls | ser 3rd singester 3rd singpoder 2nd singPuedes + verbnotion of verb conjugation | Directionsnorte, este, sur, oestePrepositionsestá al norte deestá al este deestá al sur deestá al oeste de | e, gi, ce/ci/z, h, j, v |
| Space | Describing the planets | ser 3rd singindefinite articles adjectival positionintensifiers muy/bastanteconjunction y | The planetsSol/luna/lunas/anillosAdjectivesColourscirca/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 ItzaTravel | tener 1st singexpressions with tener (calor/frío) definite articles opinions notion of gender notion of number | Weather phrasesWeather nouns¿Qué tiempo hace en ...?La temperatura en …Types of transport | h, ce, qu, v, ie |
| Where I Live | My town Warrington | tener 3rd singser 3rd singguster 1sthay/no hayintensifiers muchos/muchaspocos/pocasnotions of genderadjectival agreementsopinions | LandmarksDirectionsMi pueblo tiene …No hay ... en Warrington.Hay muchos/muchaspocos/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 wordsimitate 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 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 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 |