

Progression of skills – Spanish



Statutory National Curriculum Objectives – Spanish

<b>KS1</b>	Pupils should be taught: N/A			
<b>KS2</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>To listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> </ul>			
	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Copy a few words and simple phrases: Hello, Yes, No, Numbers 1 – 4 Mummy, Daddy, Baby,</li> </ul>	<ul style="list-style-type: none"> <li>Understand a few familiar spoken words – Hello, Sir, Miss Yes, No, Praise words, Numbers 1 – 4, Mummy Daddy, Baby Listening to stories read in a different language Recognising tone of voice Deducing meaning of spoken language through context</li> </ul>		
<b>KS1</b>	<ul style="list-style-type: none"> <li>Hello. Yes, No, Numbers 1 – 4, Mummy , Daddy Baby, Copying tone of voice Copy a few words and simple phrases: Happy birthday, Hello, Thank you Please, Yum ,Delicious ,Numbers 1 – 6 Emotions Happy New Year, Red, Blue, Exploring the sound of some words in a foreign language</li> </ul>	<ul style="list-style-type: none"> <li>Understand a few familiar spoken words – Happy birthday Hello Thank you Please Yum Delicious Numbers 1 – 6 Emotions Happy New Year Red Blue Recognising similarities between words in different languages Listening to stories read in a different language</li> </ul>		
<b>Lower KS2</b>	<ul style="list-style-type: none"> <li>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat words modelled by teacher, show understanding with an action Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise written vocabulary/ single words Begin to recognise written phrases</li> </ul>	<ul style="list-style-type: none"> <li>Children can write some single words from memory, with plausible spelling.</li> </ul>
<b>Upper KS2</b>	<ul style="list-style-type: none"> <li>Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Children can ask and answer simple questions on a few very familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Practice reading longer texts aloud, containing taught phrases and vocabulary Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</li> </ul>	<ul style="list-style-type: none"> <li>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</li> </ul>