

<b>Year 6 Languages Progression ladder overview – Spanish – Term 1</b>		
<b>Skills and knowledge</b>	<b>Example contexts and language</b>	<b>Arriving in Year 6 Term 2 able to...</b>
<p><b>Listening</b> Listen and show understanding of more complex sentences containing familiar words and some unfamiliar words.</p>	<ul style="list-style-type: none"> <li>• Pupils, in the main, spell names of towns correctly</li> <li>• Play ‘Splat’ with no support when they hear buildings in a town</li> <li>• Pupils move a cuddly toy to the correct position when they listen to a short passage (more confident pupils do this with their eyes closed)</li> <li>• Pupils use the snail icon on the audio to support with transcribing more complex sentences containing familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• understand the main points, some spoken details, and simple opinions in longer passages that contain familiar language.</li> <li>• listen to some unfamiliar words and spell them correctly (using the snail icon to slow down the pace if needed).</li> </ul>
<p><b>Speaking</b> Engage in a short conversation.  Become confident in asking and answering questions.  Understand and express more complex opinions.  Present to an audience.</p>	<ul style="list-style-type: none"> <li>• Pupils are at ease with using Spanish to start and end a lesson</li> <li>• Pupils play (some from memory) ‘Who can make the longest sentence’ in Spanish starting with ‘hay..’</li> <li>• A more confident pupil takes on the lead role of ‘Simón dice...’ to revise known vocabulary</li> <li>• Pupils move around the room having conversations with different partners to ask for and give directions</li> <li>• Pupils are able to present a short description of Barcelona or their town and add prepositions and buildings</li> </ul>	<ul style="list-style-type: none"> <li>• willingly take part in a short conversation asking and answering more complex familiar questions with a scaffold of responses.</li> <li>• perform a role play, give a short presentation, sing a song, with growing confidence and reasonably accurate pronunciation.</li> </ul>

<p><b>Reading</b> Read and show understanding of a series of complex sentences using familiar language.</p> <p>When reading aloud more complex sentences, use knowledge of letter string sounds and observe the silent letter rules.</p> <p>Decode a simple unfamiliar text using grammatical knowledge and context.</p>	<ul style="list-style-type: none"> <li>• Play 'Snap' with a partner to recall prepositions and buildings from memory</li> <li>• Use the 'Consequences' activity to create a dialogue asking for and giving directions. Silently read the dialogue focusing on pronunciation</li> <li>• Read a presentation written by another class member and pick out the main points</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud a variety short texts (and maybe the occasional longer text) made up of familiar phrases and longer sentences.</li> <li>• have a go at reading unfamiliar words in sentences using their knowledge of phonics, and letter strings.</li> </ul>
<p><b>Writing</b> Manipulate familiar language to write and present one or two of their own ideas and information in more complex sentences.</p> <p>Write one or two complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>	<ul style="list-style-type: none"> <li>• Pupils reuse familiar structures to form new sentences</li> <li>• Translate a passage from English into Spanish with support if required</li> <li>• Write a short presentation about a Spanish town or where they live</li> </ul>	<ul style="list-style-type: none"> <li>• write a paragraph from memory and maybe use the odd unfamiliar phrase with increasing accuracy.</li> <li>• write a short text on a familiar topic adapting language already learned.</li> <li>• not worry about making mistakes when attempting to write sentences from memory or when using unfamiliar language.</li> </ul>
<p><b>Grammar</b> Become confident in using:</p> <ul style="list-style-type: none"> <li>• Proper nouns and countries</li> <li>• Indefinite article 'un', 'una', 'unos', and 'unas'</li> <li>• 'Hay'</li> </ul>	<ul style="list-style-type: none"> <li>• Organise a list of buildings in a town according to 'un', 'una', 'unos', and 'unas'</li> <li>• Use prepositions from memory to write a short description of a town</li> <li>• Be able to use simple commands when giving directions in a dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• use Sprachenut Verbs section to complete some high frequency verb activities.</li> <li>• use basic prepositions more confidently.</li> </ul>

<ul style="list-style-type: none"> <li>• Prepositions: 'detrás de', 'delante de', 'en frente de', 'al lado de', 'cerca de', 'entre', 'en'.</li> <li>• Gender</li> <li>• '¿Dónde está...'</li> </ul> <p>Be introduced to:</p> <ul style="list-style-type: none"> <li>• The imperative</li> </ul>		
<p><b>Phonics</b></p> <p>Explore the patterns, sounds and phonemes of language.</p> <p>Begin to spell a few words out.</p> <p>Become more confident in applying phonics knowledge to correct pronunciation and intonation.</p>	<ul style="list-style-type: none"> <li>• Sing the alphabet and spell words so that a sympathetic native Spanish speaker would understand</li> <li>• Revise the phonics pairs 'D/Z' and, working with a partner, pupils apply their recalled knowledge of these sounds to pick out words from a list containing unfamiliar words (some pupils may require support to complete this activity)</li> <li>• Frequent recall of previously taught sounds supports pupils to say the famous landmarks in Barcelona</li> </ul>	<ul style="list-style-type: none"> <li>• with increasing confidence, pick out some familiar and more unfamiliar words that contain the phonics pairs 'D/Z'</li> <li>• recall some of the mouth movements and instructions needed to make the sounds for the phonics pairs learned so far.</li> <li>• sing or recite lines from a song with better pronunciation, accuracy and at times use appropriate tone and intonation.</li> <li>• use their phonics inventory to help with recalling sounds.</li> <li>• spell words using the Spanish alphabet.</li> </ul>
<p><b>Culture</b></p> <p>Talk about and present information about a Spanish speaking area or country.</p> <p>Begin to understand, as part of the wider curriculum, more complex issues which</p>	<ul style="list-style-type: none"> <li>• Recall position of some cities in Spain from a previous lesson on weather</li> <li>• Identify the important landmarks in Barcelona</li> <li>• Experience the Christmas Markets in Spain through the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• recall information about a famous landmark in Barcelona.</li> <li>• identify a few towns on a map of Spain.</li> </ul>

affect countries in the world today, for example, poverty, famine, religion and war.		
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