

## Year 6 Languages Progression ladder overview – Spanish – Term 2

Skills and knowledge	Example contexts and language	Arriving in Year 6 Term 3 able to...
<p><b>Listening</b></p> <p>Listen and show understanding of more complex sentences containing familiar words and some unfamiliar words.</p> <p>Understand main points and simple opinions in simple sources e.g. story, song or passage.</p>	<ul style="list-style-type: none"> <li>• Identify pronouns using actions</li> <li>• Complete the Quiz Listening to recall TV programmes and musical instruments from memory</li> <li>• Become more confident at writing the spoken word and opinions as they hear them in the 'Turning their back to the board' activity</li> <li>• Pupils become more used to using the snail icon when transcribing or listening to unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• understand, more confidently, the main points and some spoken details 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> <li>• pick out main points from a short text on a known topic that contains familiar and unfamiliar language.</li> </ul>
<p><b>Speaking</b></p> <p>Engage in a short conversation.</p> <p>Become confident in asking and answering questions.</p> <p>Understand and express more complex opinions.</p> <p>Present to an audience.</p>	<ul style="list-style-type: none"> <li>• Pupils are at ease with using Spanish to start and finish the lesson, they regularly give more information about themselves</li> <li>• Ask a partner their opinions of different types of music (use a sentence template for support if required)</li> <li>• Play battleships with a partner to give opinions about TV programmes</li> <li>• Present a poster to the class, pointing out key information</li> <li>• Pupils play 'Talking Tennis Ball' to give the longest sentence possible</li> </ul>	<ul style="list-style-type: none"> <li>• spell out occasional words, some of which may be unfamiliar.</li> <li>• willingly take part in a conversation asking and answering more complex familiar questions with a scaffold of responses.</li> <li>• perform a role play, give a presentation, sing a song, with growing confidence and more 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 some knowledge of letter string sounds and observe the silent letter rules.</p>	<ul style="list-style-type: none"> <li>• Pupils read aloud the musical instruments before listening to the audio</li> <li>• Pupils read their posters to their classmates and complete a factfinder in English</li> <li>• Read a short diary extract containing extended sentences about when people do certain activities</li> <li>• Translate extended sentences into English</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud more texts containing familiar phrases, longer sentences and some unfamiliar words and phrases.</li> <li>• read a presentation written by a classmate containing unfamiliar words.</li> </ul>
<p><b>Writing</b> Manipulate familiar language to write and present a few of their own ideas and information in a few complex sentences.</p> <p>Write a few complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>	<ul style="list-style-type: none"> <li>• Use the battleships grid to write a short passage about TV programmes</li> <li>• Write sentences about why people like and dislike certain types of music</li> <li>• Attempt to write sentences about different TV programmes and their opinions from memory</li> <li>• Make a poster about a favourite band, with a picture labelled with who plays what. Pupils are encouraged to add lots of other details about the individual band members using previously learned vocabulary</li> <li>• Translate extended sentences into Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• attempt to write a longer paragraph from memory.</li> <li>• write a presentation to include familiar words and phrases making more of an attempt to use unfamiliar words and phrases.</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>• Definite articles</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange musical instruments and music genres in groups according to their definite article</li> </ul>	<ul style="list-style-type: none"> <li>• use Languagenut Verbs section to complete more 'ar' and 'er' verb activities in the present tense.</li> </ul>

<ul style="list-style-type: none"> <li>• Present tense of 'ar' verbs in particular 'tocar'</li> <li>• Present tense of 'er' verbs in particular 'ver'</li> <li>• Negatives</li> </ul> <p>Be introduced to:</p> <ul style="list-style-type: none"> <li>• Being more confident in using the full verb paradigm of present tense</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use the verb 'tocar' in as many forms as possible</li> <li>• Use Languagenut Verb games to practise the present tense of other verbs</li> <li>• Match the correct ending to the correct pronoun with help</li> <li>• Underline different verb endings in a short text</li> <li>• Manipulate different verbs to write sentences including a time phrase</li> </ul>	<ul style="list-style-type: none"> <li>• research other verbs in the present tense to practise on Languagenut.</li> <li>• recognise and use more pronouns.</li> </ul>
<p><b>Phonics</b></p> <p>Explore the patterns, sounds and phonemes of language.</p> <p>Be able to spell more words out.</p> <p>Become more confident in applying phonics knowledge to correct pronunciation and intonation.</p>	<ul style="list-style-type: none"> <li>• Revise the phonics pairs 'D/B' 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>• Recall all phonics sound taught during the course to date</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 &amp; B'</li> <li>• recall 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> </ul>
<p><b>Culture</b></p> <p>Talk about and present information about a Spanish speaking area or country.</p>	<ul style="list-style-type: none"> <li>• Learn about Spanish speaking singers and artists</li> <li>• Have an awareness of different types of music in Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• recall information about a Spanish speaking singer or artist.</li> <li>• give information about Flamenco</li> </ul>

<p>Begin to understand more complex issues which affect countries in the world today, for example, poverty, famine, religion and war.</p>	<ul style="list-style-type: none"><li>• Learn about Flamenco</li></ul>	
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