

Year 6 Languages Progression ladder overview – Spanish – Term 3		
Skills and knowledge	Example contexts and language	Arriving in Year 7 Term 1 able to...
<p>Listening Listen and show understanding of more complex sentences containing familiar words and some unfamiliar words.</p> <p>Understand main points and opinions in simple sources e.g. story, song or passage.</p>	<ul style="list-style-type: none"> • Pupils, in the main, can accurately spell the school subjects when they hear them for the first time • Pupils make fewer mistakes in dictations containing familiar words e.g. phrases containing a time phrase or a connective • Pupils become more used to using the snail icon when transcribing or listening to unfamiliar words 	<ul style="list-style-type: none"> • listen to spoken language for gist, some details and key points. • understand main points of a short text on a known topic. • understand with increasing confidence very familiar language spoken by someone other than their teacher i.e. their new teachers in Year 7. • willingly have a go at transcribing unfamiliar words.
<p>Speaking 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"> • Pupils are at ease with using Spanish to start and end the lesson and some add further information spontaneously • Regularly use 'Kim's Game' to help commit vocabulary to memory • Describe a timetable to a partner and say why they like or dislike a certain subject • Give justifications for why they like and don't like certain things e.g. school subjects, musical genres 	<ul style="list-style-type: none"> • spell out words some of which may be unfamiliar. • attempt to use limited language spontaneously. • willingly take part in a conversation asking and answering more complex familiar questions with a prompts if required. • willingly perform a role play, give a presentation, sing a song, with growing confidence and accurate and comprehensible pronunciation.
<p>Reading Read and show understanding of a series of complex sentences using familiar language.</p>	<ul style="list-style-type: none"> • Understand main points in extended sentences containing opinions about school subjects 	<ul style="list-style-type: none"> • read aloud a wider variety of texts containing familiar and unfamiliar phrases and longer sentences.

<p>When reading aloud more complex sentences, use knowledge of letter string sounds and observe the silent letter rules.</p> <p>Begin to decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</p>	<ul style="list-style-type: none"> • Work with a partner to spot the differences in texts containing complex sentences and answer questions • Pupils begin to make fewer mistakes when translating extended passages using the 'Pyramid translation' 	<ul style="list-style-type: none"> • read and show some understanding of a series of complex sentences using both familiar and unfamiliar language. • willingly have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in Spanish and more complex answers in English.
<p>Writing</p> <p>Manipulate familiar language to write and present more of their own ideas and information in more complex sentences.</p> <p>Write more complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</p>	<ul style="list-style-type: none"> • Pupils design their ideal timetable and give extended sentences about why they like and don't like certain subjects • Pupils revisit a previous piece of writing or a presentation and add connectives and opinions 	<ul style="list-style-type: none"> • adapt language already learned to suit their own purposes. • write showing an understanding of gender of nouns, agreement of high frequency adjectives, present tense endings and other basic grammar points covered throughout KS2.
<p>Grammar</p> <p>Become confident in using:</p> <ul style="list-style-type: none"> • Definite articles • Present tense of regular verbs • Negatives • Preposition 'a la / a las' with times <p>Be introduced to:</p> <ul style="list-style-type: none"> • More complex adjectives and their endings 	<ul style="list-style-type: none"> • Arrange musical instruments in groups according to their definite article • Complete opinion sentences about school subjects using a justification • Play the Writing 'Blast Off' game to practise the spelling of connectives • Use 'Sentence builders' to practise reading sentences with an opinion 	<ul style="list-style-type: none"> • have a limited understanding of the rules about how to use more complex adjectives. • apply their knowledge of negatives to verbs like 'tocar', 'ver' and 'preferir' • to start to use connectives and justifications when writing and speaking.

<ul style="list-style-type: none"> • Words for justification • Connectives 'y', 'porque', 'ya que', 'pero', 'también', 'sin embargo' • Preposition 'después' • 'ir' in 1st person • 'hacer' in 1st person 	<p>and justification and manipulate the language to create sentences of their own</p>	
<p>Phonics Explore the patterns, sounds and phonemes of language.</p> <p>Be able to spell words out.</p> <p>Become more confident in applying phonics knowledge to correct pronunciation and intonation.</p>	<ul style="list-style-type: none"> • use their knowledge of phonics to say what subjects they study before hearing the audio of the words • Pupils play the game 'Hot and Cold' to practise pronunciation of words containing key phonics sounds • Play 'Anagram detective' to practise different sounds • 	<ul style="list-style-type: none"> • with increasing confidence, pick out some familiar and more unfamiliar words that contain the phonics pairs 'L/Y', 'N/Ñ', 'E/U', 'I/AI', 'O/AU', 'A/EI', 'G/J', 'S/C', 'D/Z', 'D/B'. • recall some of the mouth movements and instructions needed to make the sounds for the phonics pairs learned so far. • sing or recite lines from a song with better pronunciation, more accuracy and at times use appropriate tone and intonation. • use their phonics inventory to help with recalling sounds. • spell words using the Spanish alphabet
<p>Culture Talk about and present information about a Spanish speaking area or country.</p> <p>Begin to understand more complex issues which affect countries in the world today,</p>	<ul style="list-style-type: none"> • Learn about the Castells festival 	<ul style="list-style-type: none"> • Recall information about Castells.

for example, poverty, famine, religion and war.		
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