



Primary Languages (Spanish) Progression of Skills

The document below has been designed to show how we will cover all of the relevant Primary Languages (Spanish) knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic. Although Primary Languages is only statutory in key stage 2, to prepare our children for their learning, we begin teaching the skills in KS1.

Year Group	Reading	Writing	Speaking	Listening
1	Recognise and understand some familiar words and phrases in written form.		Imitate pronunciation.	Listen to familiar spoken words and phrases.
2	Read aloud in chorus, with confidence and enjoyment, from a known text.		Respond to familiar spoken words and phrases	Understand conventions such as taking turns to speak, valuing the contribution of others
3	A.) Make links between some phoneme, rhymes and spellings and read aloud familiar words B.) Notice the spelling of familiar words C.) Recognise how sounds are represented in written form D.) Identify specific sounds, phonemes and words.	A.) Write some familiar simple words accurately using a model (copy) B.) Write some familiar simple words from memory	A.) Communicate with others using simple words and phrases B.) Use the correct pronunciation in spoken work C.) Recognise question forms and negatives	A.) Link sounds to meanings B.) Recognise question forms and negatives C.) Identify specific sounds, phonemes and words
4	A.) Read and understand familiar words and short written phrases B.) Follow a short text while	Write some familiar words and phrases (noun & gender and adjectives) without help (from	Use question forms Use phonic knowledge to support accurate pronunciation and to say	Listen to and identify words and short phrases Communicate by answering a wider

	<p>listening and reading, saying some of the text</p> <p>C.) Read a wider range of words, phrases and sentences aloud</p> <p>D.) Apply phonic knowledge to decode text</p> <p>E.) Recognise and apply simple agreements (e.g. gender, plural, singular)</p> <p>F.) Recognise negative statements</p> <p>G.) Recognise categories of words (e.g. colours) and word classes</p>	<p>memory)</p> <p>Copying simple structures</p> <p>Use question forms</p> <p>Use phonic knowledge to support accurate pronunciation and to write simple words and phrases</p> <p>Recognise and apply simple agreements (e.g. gender, plural, singular)</p>	<p>simple words and phrases</p>	<p>range of questions</p> <p>Sort words according to sounds</p> <p>Recognise negative statements</p> <p>Recognise categories of words (e.g. colours) and word classes</p>
5	<p>Read and understand some of the main points from a short text</p> <p>Recognise typical conventions of word order and compare with English</p> <p>Understand and use negative statements</p>	<p>Understand how a simple sentence is written</p> <p>Write words, phrases and a few sentences using a model</p> <p>Remembering simple structures and applying in new contexts</p> <p>Joining simple sentences using y/pero</p> <p>Manipulate language by changing a single element in a sentence</p> <p>Understand and use negative statements</p> <p>Apply knowledge of language rules and conventions when building short sentences</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>Communicate by asking a wider range of questions</p> <p>Express simple opinions</p> <p>Make a short presentation using a model</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Manipulate language by changing a single element in a sentence</p> <p>Use repair strategies to keep a conversation going</p> <p>Understand and use negative statements</p> <p>Apply knowledge of language rules and conventions when building short sentences</p>	<p>Pick out some of the main points from short spoken passages</p> <p>Join in a short conversation</p> <p>Understand simple opinions</p> <p>Recognise typical conventions of word order and compare with English</p> <p>Understand and use negative statements</p>
6	<p>Read aloud with confidence, enjoyment and expression, in chorus or individually</p> <p>Read and understand the main points and some detail from a short</p>	<p>Write several sentences from memory</p> <p>Develop a short text using a model</p> <p>Know how to use a bilingual dictionary to check their spelling</p>	<p>Join in a short conversation</p> <p>Give a clear presentation in a clear audible voice</p> <p>Recognise the importance and significance of intonation</p>	<p>Listen to and understand the main points and some detail from a short spoken passage</p> <p>Notice and manipulate agreements</p>

	<p>written passage</p> <p>Identify different text types and read short, authentic texts for enjoyment or information</p> <p>Match sound to sentences and paragraphs</p> <p>Notice and manipulate agreements</p> <p>Apply knowledge of word order and sentence construction to support understanding of written text</p>	<p>and the gender</p> <p>Notice and manipulate agreements</p> <p>Use knowledge of words, text and structure to make meaning, using simple language</p> <p>Apply knowledge of words and text conventions to build meaningful sentences and short texts</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>Notice and manipulate agreements</p> <p>Use knowledge of words, text and structure to make meaning, using simple language</p>	
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