

# Hazelwood Schools



## Spanish Skills Progression

Hazelwood Schools Spanish Skills Progression

Listening					
KS1		Ks2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Understand a few familiar spoken words and phrases (e.g. weekdays, numbers 1-5, primary colours, greeting hello &amp; goodbye)</li> </ul>	<ul style="list-style-type: none"> <li>Understand a few familiar spoken words and phrases (e.g. days of the week, numbers 1-10, secondary colours, greeting hello, good morning &amp; goodbye, good afternoon)</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to familiar spoken word, phrases and sentences (e.g simple instructions, rhymes, songs)</li> <li>Develop understanding of the sounds of individual letters and groups of letters (phonics)</li> </ul>	<ul style="list-style-type: none"> <li>Listen for and identify specific words and phrases in instructions, stories and songs.</li> <li>Follow a text accurately whilst listening to it being read.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and understand more complex phrases and sentences in longer passages of Spanish (e.g. instructions given, stories, fairy tales, songs, extended listening exercises)</li> <li>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main points in passages of language spoken with authentic pronunciation and authentic speed.</li> <li>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</li> </ul>

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Speaking					
KS1		Ks2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Copy and repeat some single words and short simple phrases</li> <li>• Copy and repeat some single letter sounds (vowels)</li> <li>• Join in with simple songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Say and/or repeat a few short words and short simple phrases</li> <li>• Imitate correct pronunciation with some success</li> <li>• Copy and pronounce most single letter sounds (consonants)</li> <li>• Join in with songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</li> <li>• Speak about familiar words or short phrases in chorus</li> <li>• Use correct pronunciation when speaking and start to make links between pronunciation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</li> <li>• Present short pieces of information to another person.</li> <li>• Apply phonics knowledge to support speaking (also reading and writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in short conversations using sentences and familiar vocabulary.</li> <li>• Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</li> <li>• Understand and express simple opinions using familiar topics and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language to initiate and sustain familiar conversations on familiar topics or to tell stories from their own experience.</li> <li>• Present to an audience about familiar topics (e.g. role-play, present, or read/repeat from a text or passage).</li> <li>• Use connectives to link together what they say so as to add fluency.</li> </ul>

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Reading					
KS1		Ks2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognise and read out a few familiar words</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and read out a few familiar words and simple short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand familiar written words and short phrases ( e.g. basic nouns and first person ' I ' form of simple verbs) in written text.</li> <li>Read aloud familiar words or short phrases in chorus</li> </ul>	<ul style="list-style-type: none"> <li>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of texts but in simple format (e.g stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud with expression and pronunciation</li> <li>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</li> </ul>

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Writing					
KS1		Ks2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<ul style="list-style-type: none"> <li>Copy or write some words from memory</li> </ul>	<ul style="list-style-type: none"> <li>Write some familiar simple words or phrases from memory or using supported written materials ( e.g. familiar nouns).</li> </ul>	<ul style="list-style-type: none"> <li>Write some words, phrases and simple sentences from memory or using supported written materials (e.g. by using a word bank.).</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</li> <li>Use verbs in the correct form (e.g. first person 'I' or third person 'he' 'she' 'you' in their writing to express what they and other people do, like etc).</li> <li>Check spellings with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Write longer sentences and short paragraphs from memory using supported written materials (e.g. using a word bank).</li> <li>Use verbs in the correct form (e.g. first person 'I' or third person 'he' 'she' 'you' in their writing to express what they and other people do, like etc).</li> <li>Identify and correctly use adjectives (e.g. colour or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant)</li> </ul>

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Writing					
KS1		Ks2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognise and point out noun words ending in 'a' or 'o'</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and point out noun words ending in 'a' or 'o'</li> </ul>	<ul style="list-style-type: none"> <li>Start to understand the concept of gender (masculine, feminine) and how this is shown in the language being studied.</li> <li>Recognise singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Start to understand the concepts of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>Introduce and use the negative form.</li> <li>Begin to look at what a fully conjugated verb looks like.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concepts of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>Use the negative forms, possessives and connectives.</li> <li>Understand what the different parts of a fully conjugated verb looks like and what each of the personal pronouns are.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concepts of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns.</li> <li>Understand what the different parts of a fully conjugated verb looks like, know what each of the personal pronouns are, understand a verb stem and use the different endings (where appropriate) for the main types of verbs.</li> <li>Be able to identify and correctly use adjectives (e.g. colour or size) and connectives and understand the concept of adjectival agreement (where relevant).</li> </ul>