

Year 3

End of year assessment objectives:

- Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.
- Can follow and repeat key words from a song, rhyme or poem.
- Can recall key phonics words (and gestures), and say them aloud with good pronunciation.
- Can read key words (and gestures), and read them aloud with good pronunciation.
- Can ask and answer simple pre-learned questions from memory.
- Is beginning to understand the formation of questions and answer involving familiar vocabulary.
- Can indicate that there is a problem using a pre-learned phrase.
- Can repeat and say familiar words and short simple phrases, using understandable pronunciation.
- Can read aloud some very familiar words and short phrase with accurate pronunciation.
- Can understand some familiar written words and short phrases.
- Can use the visual cues and context to follow the gist of a short text.
- Can use a word list to locate specific words.
- Can use classroom prompts (such as display) as an aid to spelling.
- Can write some single words from memory, with plausible spelling.
- Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.
- Can use indefinite articles in the singular with masculine and feminine nouns.
- Can form regular plural nouns.
- Can identify adjective and noun position.
- Can use some singular masculine and plural adjectives correctly.
- Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently.

Hackney Education Summative Assessment Tasks:

1. Spring 1
2. Summer 2

St John & St James' C of E Primary School

Spanish Progression Map (KS2)



	Autumn Term		Spring Term		Summer Term	
Key Content:	Unit 1 : Greetings and sounds <ul style="list-style-type: none"> Children can greet each other and ask how they are feeling, with an appropriate response Can join in with songs and rhymes to revise days of the week, months of the year and colours Can recall, in sequence, numbers 1 – 20 and recognise these in written form Can recognise and respond to simple classroom commands Can use visual aids to support with learning the names of basic classroom objects 	Unit 2: Dates and numbers <ul style="list-style-type: none"> Children can ask and answer questions about how old they are and when their birthday is Can recall, in sequence, the alphabet with mostly correct pronunciation Can join in with familiar rhymes to recall days of the week and months of the year Can use display resources to join in with interactive games Can extend number sequence by ordering and counting from 20 – 30, with visual prompts 	Unit 3: Myself <ul style="list-style-type: none"> Children can ask and answer questions about personal preferences – link to colours Can recall the alphabet in sequence, with some visual prompts and good pronunciation Can listen carefully and identify patterns in number sequences, using this to extend vocabulary to numbers to 40 Can use and respond to familiar classroom commands, seeking clarity where necessary 	Unit 4: Designing a monster <ul style="list-style-type: none"> Children can hold a simple conversation with a peer, using resources to support them where necessary Children can join in with song (el alfabeto) to reinforce familiar sounds Can write some simple words/phrases from memory (colours/date) Use prior knowledge to extend sequence to 50 (visual aids to support counting) 	Unit 5: Me gusta la princesa <ul style="list-style-type: none"> Join in with familiar songs/rhymes to demonstrate understanding of prior knowledge (el alfabeto, colours, numbers, days/months) Children can ask and answer questions to hold a short conversation, on a familiar topic Can sequence numbers and count to 50 confidently, with little use of aids Children can use a range of classroom commands, including phrases like no entiendo (I don't understand) 	Unit 6: Mi familia and Spanish-speaking countries <ul style="list-style-type: none"> Extend use of classroom commands High-frequency verb forms (it is – hace/esta) Join in with familiar songs/rhymes/stories to review learning Write simple words and phrases from memory, linked to current and previous units of study Hold conversations with peers, using a range of questions Listen attentively and spot patterns Sequence the alphabet and numbers to 50, with confidence and mostly independently Repeat new vocabulary and create gestures to support with storing them in long-term memory
Phonics & Pronunciation:	<ul style="list-style-type: none"> Pronunciation of letters A-Z, with focus on n (ene) and ñ (en-ye) Silent j in key words (tijeras) 	<ul style="list-style-type: none"> Pronunciation of vowel sounds, making comparison between English and Spanish for reinforcement 	<ul style="list-style-type: none"> Pronunciation of words with accents: Melocotón Piña Brócoli 	<ul style="list-style-type: none"> Silent letters: un hámster un pájaro Use of accents to donate stress on specific letters 	<ul style="list-style-type: none"> Application of el alfabeto to support with plausible spelling 	<ul style="list-style-type: none"> Review of impact of accents and exception letters/combination of letters: j, ll, qu, z, ce, ci, h, ñ

St John & St James' C of E Primary School

Spanish Progression Map (KS2)



Grammar & Structures:	<ul style="list-style-type: none"> Matching articles for feminine and masculine nouns: una goma un pegamento Form some regular plural nouns : one ruler = una regla two rulers = dos reglas 	<ul style="list-style-type: none"> Can replace elements of simple sentences to write the date at the start of each lesson Identify nouns and adjectives in simple descriptions, focusing on the order English = adjective + noun (the green table) Spanish = noun + adjective (una mesa verde) 1st person verb (I have – Tengo) 	<ul style="list-style-type: none"> Understand the difference between keywords in similar phrases: me gusta = I like... te gusta = do you like... Replace elements of question/response to engage in simple conversation Discuss differences between the use of ? in written form, in both English and Spanish 	<ul style="list-style-type: none"> Writing simple sentences, focusing on reinforcing noun/adjective order Use of verb (tener – to have) in 3rd person El tiene – He has Ella tiene – She has 	<ul style="list-style-type: none"> Singular and plural verb phrases: Me gusta – I like (singular) Me gustan – I like Use of verb (gustar – to like) in 3rd person Le gusta – He likes A ella le gusta – She likes 	<ul style="list-style-type: none"> Distinguishing between familiar high-frequency verb forms: It is – introducing the weather Hace = how the weather feels (Hace frio – it is cold) Esta = what you can see because of the weather (Esta nublado = it is cloudy)
Key Skills:	<ul style="list-style-type: none"> Listen attentively Join in with familiar songs and rhymes Use display resources to support with word meaning and spelling key of vocabulary Understand how to identify matching singular articles and use colours to support 	<ul style="list-style-type: none"> Recall key phonics sounds Repeat new vocabulary, with mostly accurate pronunciation Apply phonics knowledge to attempt to read new vocabulary words Identify nouns & adjectives in simple sentences, in written form Begin to understand the use of some simple high-frequency verbs 	<ul style="list-style-type: none"> Use phonics knowledge to attempt to read unfamiliar words out loud Replace visual prompts with actions/gestures Listen attentively to help with translating key parts of conversations Use skeleton stems to reinforce correct use of ? in Spanish 	<ul style="list-style-type: none"> Demonstrate understanding by interacting with games/songs Use word list to translate simple sentences, with familiar vocabulary Listen attentively and respond to familiar questions/commands Read aloud short passages, with understandable pronunciation Use the 3rd person of the verb 'to have' Correctly use some indefinite articles to introduce masculine/feminine nouns 	<ul style="list-style-type: none"> Work independently to find ways (gestures, visuals etc.) to support retaining new vocabulary Make links between English and Spanish translation to reinforce meaning of new vocabulary Can replace elements of text with known phrases to alter meaning Confidently read aloud, with mostly accurate pronunciation Follow the gist a piece of text by identifying key/familiar words and phrases 	<ul style="list-style-type: none"> Can apply phonics knowledge to break down familiar and unfamiliar vocabulary, with good pronunciation Confidently read aloud Follow the gist a piece of text by identifying key/familiar words and phrases Use word lists and bi-lingual dictionaries to clarify word meaning Extend sentences with simple conjunctions (y - and, pero - but)

Year 4

End of year assessment objectives:

- Can understand and respond to a range of familiar spoken words and short phrases.
- Can join in the re-telling/playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.
- Can recognise key sounds and words that rhyme.
- Can match key sounds and words that rhyme.
- Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.
- Is beginning to understand how to form questions/answers independently.
- Can use simple pre-learned words and phrases for routine situations and interaction.
- Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.
- Can match sound to print, by reading aloud familiar words and phrases.
- Can read and understand a range of familiar written phrases.
- Can identify the overall type of text from its layout, contextual cues and a few familiar words.
- Can use a word list to check the spelling of a word.
- Can use a dictionary or online resource to check the spelling of a word.
- Can write simple words and several short phrases from memory with understandable spelling.
- Can substitute one element in a simple phrase or sentence to vary the meaning. E.g the colour, adjective or noun.
- Can use indefinite articles in singular and plural and definite articles in both singular and plural.
- Can use a variety of plural nouns, including some irregular ones.
- Can use adjectives (agreement and position) with more confidence.
- Can use 'tiene' (3rd person tener) and está (3rd person estar).
- Can use connectives 'and'(y), 'but' (pero), 'also' (además).

Hackney Education Summative Assessment Tasks:

1. Spring 1
2. Summer 2

St John & St James' C of E Primary School

Spanish Progression Map (KS2)



	Autumn Term		Spring Term		Summer Term	
Key Content:	Unit 7: ¿Qué tiempo hace?	Unit 8: ¿Qué te gusta hacer?	Unit 9: La comida sana	Unit 10: Las Pescadores Valencianas	Unit 11: Me gustan los animals y las frutas	Unit 12: Cuando llueve llevo un paraguas
	<ul style="list-style-type: none"> Join in with familiar songs/rhymes to reinforce prior learning (alphabet, colours, days/months) Read and understand short snippets of text with keywords, using visual aids where necessary Can you simple classroom commands Ask and answer familiar questions to hold a short conversation, including the use of keywords Can write some key words from memory, with plausible spelling 	<ul style="list-style-type: none"> Recall familiar words and phrases from prior knowledge (Y3) Matching text to images to secure understanding of key words Join in with a range of songs/stories and rhymes to demonstrate an understand of vocabulary Children can rehearse and perform short conversations with peers, mostly using familiar vocabulary Children to use dictionaries to build on skeleton sentence stems and support with giving a reason for an opinion 	<ul style="list-style-type: none"> Children can repeat and recall new vocabulary, and create gestures to support understanding Using simple conjunctions (y – and, pero – but, porque – because) to share opinions and give reasons Developing confidence to read aloud, with mostly accurate pronunciation Carry out classroom routines independently (la fecha – the date) Listen to songs and pick out keywords or phrases to clarify the meaning/context Can write, rehearse and perform conversations on a range of familiar topics 	<ul style="list-style-type: none"> Spotting patterns in number sequences, extending to 70 Interacting with songs to recognise and match key sounds in the alphabet Apply phonics knowledge to write simple word from memory Can ask and answer new question: ¿Qué hay en la ciudad? Children can identify key words to make links between questions and answers Repeat, recall and create gestures to support with memory of new vocabulary Use visuals to describe location, using keywords 	<ul style="list-style-type: none"> Can accurately and confidently pronounce sounds of the alphabet Children can hold conversations with their peers and use phrases to indicate misunderstandings Drawing upon prior knowledge to make connections with key vocabulary (Y3) Building independence in writing by using a range of bi-lingual resources Recalling key vocabulary, with gestures to support meaning where necessary 	<ul style="list-style-type: none"> Building on prior knowledge of types of weather (Y3) Initiating and holding conversations with peers Writing and recalling from memory, with plausible spelling to demonstrate understanding of phonics Creating gestures to support with word meaning Secure ordering, sequencing, and recalling numbers from 0 to 70 Read aloud several words, phrases and short texts - using keywords to understand the context
Phonics & Pronunciation:	<ul style="list-style-type: none"> Pronunciation of letters A-Z to reinforce prior learning 	<ul style="list-style-type: none"> Securing use of accurate pronunciation for key words with accents: Pequeño Tamaño Un búho 	<ul style="list-style-type: none"> Recognising key sounds in words and making wider links: V in avion/viajar 	<ul style="list-style-type: none"> Specific letters in key words: Colegio – g (col-e-hee-o) Hospital – h (os-pi-tal) Cine – c (thin-ey) 	<ul style="list-style-type: none"> Reinforce vowel sounds, making comparisons between English and Spanish sounds 	<ul style="list-style-type: none"> Review of phonetic sound of v and ll: (verano, invierno, primavera, lloviendo)

St John & St James' C of E Primary School

Spanish Progression Map (KS2)



Grammar & Structures:	<ul style="list-style-type: none"> Articles for singular and plural nouns: una hermana = 1 sister cinco hermanas = 5 sisters 	<ul style="list-style-type: none"> Securing the understand of noun/adjective order: starting with replacing elements, moving on to write simple descriptions from memory 	<ul style="list-style-type: none"> Forming answers to questions to use in short, rehearsed conversations: ¿Cómo te gusta ... ? ¿A dónde ...? ¿Por qué te gusta el ...? 	<ul style="list-style-type: none"> Use of the verb esta (3rd person of estar) El/ella esta – He/She is Ella esta en el cine. Secure understanding of matching articles for feminine and masculine nouns: un colegio una biblioteca 	<ul style="list-style-type: none"> 1st person singular form of –ER verb: comer – to eat 	<ul style="list-style-type: none"> Revision of high-frequency verb forms (Y3): It is – introducing the weather Hace = how the weather feels (Hace frio – it is cold) Esta = what you can see because of the weather (Esta nublado = it is cloudy) Accuracy of indefinite and definite articles, both in singular and plural form
Key Skills:	<ul style="list-style-type: none"> Listen attentively and use the context of text to estimate meaning To apply phonic knowledge to support with spelling new and known vocabulary words Write simple words and phrases from memory Using a word list to clarify meaning and ensure accuracy in spelling Choose an element of sentence to substitute to alter meaning: Tengo una hermana = I have one sister Tengo una hermana mayor = I have one older sister 	<ul style="list-style-type: none"> Can recognise key sounds in words, and use this to support with spelling To replace visual supports with gestures to secure understanding of key vocabulary To understand and respond appropriate to a range of spoken words, including greetings and classroom commands Can confidently use and identify adjectives in written and spoken form Can use bi-lingual resources to extend vocabulary 	<ul style="list-style-type: none"> Children are beginning to understand how to form questions and answers appropriately To write familiar words and phrases from memory Demonstrate ownership by using bi-lingual resources to enhance learning Can confidently identify word class to reinforce prior learning (link to noun/adjective order) Children can use connectives when prompted to verbally and in written examples of work 	<ul style="list-style-type: none"> Interact with a range of spoken words and phrases Use word lists and bi-lingual dictionaries to check the spelling of vocabulary words Can use esta (3rd person of estar) in spoken form Work independently to create gestures to support with new vocabulary meaning Use bi-lingual dictionaries to extend own vocabulary Identify similarities and differences between sentences written in English and in Spanish (Aa to start, . to end ect) 	<ul style="list-style-type: none"> Work independently to find necessary ways to support recall of known vocabulary To listen attentively and make connections between English and Spanish To use bi-lingual resources to support with spelling and extend own vocabulary Developing a sense of independence and ownership of learning Confidently read and write familiar words and phrases Approach speaking activities with confidence and mostly accurate pronunciation 	<ul style="list-style-type: none"> To break down the context of written and spoken forms by picking out key words and phrases Secure use of 3rd person forms (estar -> esta) Spot patterns and make links to extend own learning Match sounds to rhymes Speak confidently, with mostly accurate punctuation Interact with songs/story-telling and role play

Year 5

End of year assessment objectives:

- Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.
- Can join in with familiar short songs, rhymes or poems, or parts of them.
- Can write high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly.
- Uses understandable spelling for high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly.
- Can ask and answer simple questions on the current topic.
- Can adapt models successfully to give my own information, including simple questions, by replacing and choosing my own individual words.
- Can use several short phrases and questions in predictable classroom interactions.
- Can produce some short phrases within a familiar topic, with good pronunciation.
- Can read short phrases accurately that contain mostly familiar language.
- Can understand familiar words and simple sentences.
- Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.
- Can use alphabetical order confidently.
- Can recognise and use the main dictionary codes for nouns.
- Can appreciate that there may be more than one definition for each word.
- Can write words, phrases and short simple sentences from my own repertoire from memory with understandable spelling.
- Can change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier).
- Can use the definite article with verbs of like / dislike.
- Understands and can use devices to make verb forms negative.
- Shows some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.
- Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).
- Can use the days of the week in sentence formation, with sequencers eg 'después', 'luego'.

Hackney Education Summative Assessment Tasks:

1. Autumn 2
2. Summer 2

St John & St James' C of E Primary School

Spanish Progression Map (KS2)



	Autumn Term		Spring Term		Summer Term	
Key Content:	Unit 13: La oruga glotona	Unit 14: La cucaracha	Unit 15: Mi ciudad	Unit 16: Ra	Unit: The Weather	Unit: A Spanish Town
	<ul style="list-style-type: none"> Interact with familiar songs/rhymes to reinforce prior learning (alphabet, colours, days/months) Can use visual aids/gestures to match keywords to translations Order, recall and sequence numbers to 100 Preparing and rehearsing simple conversations Using key words from questions to attempt to form answers Making comparisons between written form in English and Spanish 	<ul style="list-style-type: none"> Review familiar vocabulary from memory and prior learning (Y3) Independently write the day, from memory or using skeleton frame if necessary Sequencing known multiples of ten and spotting patterns to support memory Write simple sentences, using bi-lingual resources to expand vocabulary Develop an understanding that not all words have a direct translation 	<ul style="list-style-type: none"> Recall upon prior knowledge to support with matching words to sounds Make links between wider curriculum knowledge to bring clarity to new vocabulary Asking and answering questions to hold conversations Review prior knowledge with confidence Write descriptions, with plausible spelling Sequence the alphabet and numbers to 100 independently Write the date, substituting elements of skeleton stems 	<ul style="list-style-type: none"> Recall, from memory, key words introduced in prior units of study (Y4 - school menu) Can ask and answer questions, on current unit, to rehearse and perform conversations Draw upon prior learning to describe the weather at the start of each weekly lesson Use a range of classroom commands to interact and suggest misunderstandings Read a variety of texts in Spanish, making links with familiar vocabulary to bring context and understanding Review language to share opinions and apply conjunctions to extend sentences 	<ul style="list-style-type: none"> Review use of hace and esta when introducing the type of weather (Y4) Secure ability to write and read the date, without skeleton supports Spotting patterns in numbers and using this to count beyond 100 Use understanding of key words and phrases to bring context to new pieces of text Join in with songs/rhymes/stories and interact with a range of games to draw recap prior learning (Y3/4) Begin to explicitly make links between positive and negative verb forms 	<ul style="list-style-type: none"> Engage with a range of songs/stories and games to demonstrate prior learning Build upon intercultural knowledge by researching and sharing facts about Spanish-speaking countries Recognise and apply the conventions of word classes in both written and spoken form Begin to unpick the origins of words and appreciate that they may have multiple definitions Develop independence in trying to create negative verb forms, without stems/visuals to support
Phonics & Pronunciation:	<ul style="list-style-type: none"> Accurate pronunciation of the alphabet, with the ability to use it to support spellings 	<ul style="list-style-type: none"> Silent J in key words from unit: orejas, ojos, cejas, mejilla, pelirrojo 	<ul style="list-style-type: none"> Distinguishing the difference between words with 'rr' (tierra) and 'r' (mercurio) 	<ul style="list-style-type: none"> Letter combination: ll pollo - po-yo galletas - ga-ye-tas 	<ul style="list-style-type: none"> Review the vowel sounds, making comparisons with the English language to distinguish between them A – ah E – eh I – ee O – oh U – oo 	<ul style="list-style-type: none"> Use grapheme knowledge to support independent spelling Review soft c: Estación Ciudad

St John & St James' C of E Primary School

Spanish Progression Map (KS2)



Grammar & Structures:	<ul style="list-style-type: none"> ● Matching articles for singular and plural: Hay una persona en la cocina. Hay tres personas en la cocina. 	<ul style="list-style-type: none"> ● Can identify nouns and adjectives in more complex descriptions, focusing on the order English = adjective + noun (the green table) Spanish = noun + adjective (una mesa verde) 	<ul style="list-style-type: none"> ● Use of conjunctions to extend sentences y, pero, porque ● Replace specific elements of sentences to alter meaning, focusing on noun/adjective order 	<ul style="list-style-type: none"> ● 1st, 2nd, 3rd person use of verbs comer - to eat I am eating... They are eating... You are eating... 	<ul style="list-style-type: none"> ● Identify a range word classes to support with translations (nouns, verbs and adjectives) ● To make connections between positive and negative verb forms, with support: Me gusta/No me gusta Jugare bajo la lluvia (I will play in the rain) No jugare bajo la lluvia (I won't play in the rain) 	<ul style="list-style-type: none"> ● Definite (el/ella) and indefinite (un/una) articles ● Secure use of conjunctions to extend sentences pero, y, porque, ademas
Key Skills:	<ul style="list-style-type: none"> ● Speak aloud with confidence ● Use alphabetical order accurately ● Identify key words and phrases to bring context ● Listen attentively to words spoken slowly and attempt to spell high-frequency words from vocabulary ● Can use a range of questions and commands to interact with peers and adults in the classroom 	<ul style="list-style-type: none"> ● Good pronunciation of most familiar vocabulary ● Can read and understand a range of written texts ● Adapt models successfully to create sentences ● Ownership over learning, using bi-lingual resources as a support ● Can match word to print, by read familiar texts aloud ● Identify new words/phrases in written form and make sensible predictions about meaning 	<ul style="list-style-type: none"> ● Can change a range of single elements in sentences to create new meaning ● Can appreciate that there may be more than one definition for a word ● Can understand a short passage made up of familiar words and phrases ● Write familiar words from oral vocabulary ● Can apply phonics knowledge to read aloud new words ● Can use a dictionary to look up words and bring clarity to texts 	<ul style="list-style-type: none"> ● Understand familiar words and simple sentences ● Use regular verbs in the present tense (1st/2nd/3rd person) ● Can use short phrases and questions in classroom interactions ● Can adapt models successfully to give information ● Write words and phrases from memory, with plausible spelling ● Interact with songs/rhymes/stories to demonstrate understanding of Spanish language 	<ul style="list-style-type: none"> ● Listen attentively and draw upon prior learning ● Take ownership over learning of Spanish, by using bi-lingual dictionaries to extend language ● Edit a range of elements in sentences ● To understand the main points of short spoken passages, when delivered slowly and clearly ● Use surrounding words to decode meaning of unknown words in text ● Begin to apply some devices that can be used to create negative verb forms 	<ul style="list-style-type: none"> ● To understand written and spoken words and sentences. ● To use known vocabulary to bring clarity to unknown words around it ● To demonstrate an understanding of and use most grammar rules consistently, with support where necessary ● Understand how to manipulate verb forms to create negatives ● Can change elements of sentences and approach writing tasks with confidence ● To speak clearly and with good pronunciation

Year 6

End of year assessment objectives:

- Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.
- Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.
- Can write individual words accurately, building them from written syllables.
- Can write individual words from his/her oral vocabulary, with understanding spelling, when delivery is slow, clear and repeated.
- Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
- Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
- Can use a repertoire of classroom language with teacher and peers.
- Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.
- Can read words and phrases from my oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.
- Can understand a short text made up of short sentences with familiar language on a familiar topic.
- Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.
- Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and spelling of familiar words.
- Can appreciate that Spanish words do not always have a direct equivalent in English.
- Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.
- Can write sentences on a few topics using a model, e.g. a writing frame.
- Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
- Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.
- Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.
- Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.
- Can use subordinating connectives (if, because)

Hackney Education Summative Assessment Tasks:

1. Spring 2
2. Summer 2

St John & St James' C of E Primary School

Spanish Progression Map (KS2)



	Autumn Term		Spring Term		Summer Term
Key Content:	Unit: Conjugation <ul style="list-style-type: none"> Join in with familiar songs/rhymes to reinforce prior learning from across key stage 2 Identifying verbs, nouns, adjectives and articles in written form Learn the titles given to personal pronouns and spot patterns that show how these affect a verb Ask and answer familiar questions Rehearse and perform short passage with peers, using little visual support Re-establish pronunciation of letters A-Z, with links between English and Spanish Translate Spanish sentences to English, using known vocabulary to bring context 	Unit: Describing people <ul style="list-style-type: none"> Confidently use a variety of classroom commands, including the use of no entiendo to seek clarity Use context and previous knowledge to estimate new word meaning Apply phonetical understanding to read and write known and new words Write descriptions, reflecting the past and present tense Use a dictionary effectively to expand vocabulary Identify word class and check for correct use of noun/adjective order Use correct gender articles, finding independent ways of clarifying this 	Unit: Food <ul style="list-style-type: none"> Engage with games/stories/songs to demonstrate understanding from previous studies Can use familiar vocabulary to make predictions about word meaning Recall, order and sequence numbers beyond 100 Apply phonics knowledge to support reading and writing activities Can manipulate sentence stems with a range of word classes Can use subordinate conjunctions to give reasons (porque) Revise use of singular/plural articles 	Unit: Holidays <ul style="list-style-type: none"> Children can ask and answer familiar questions to hold a conversation Reinforce use of key question words in forming answer, with support Count accurately and recall numbers in sequence, from memory Read and understand main points from written text Use bi-lingual dictionaries to enhance own learning Develop confidence in reading aloud 	Unit: Spanish across the World <ul style="list-style-type: none"> Developing intercultural understanding by researching Spanish speaking countries Develop arrange of texts to share findings and apply grammar rules Use dictionaries to support with word class and appropriate articles use Can manipulate models to create short passages of text Plan and structure Spanish Day Celebrations Deliver presentations, with confidence and good pronunciation
Phonics & Pronunciation:	<ul style="list-style-type: none"> Pronunciation of letters A-Z, with links between English and Spanish Revise accents and listen attentively to the impact they create 	<ul style="list-style-type: none"> Reintroduce silent j in key vocabulary: orejas, ojos, cejas, mejilla, pelirrojo 	<ul style="list-style-type: none"> Specific letter combinations: ll, ue, soft c 	<ul style="list-style-type: none"> Accents to denote stress Pronunciation of V and J – viajar (bee-a-har) 	<ul style="list-style-type: none"> Review A-Z Impact of accents on sounds created

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Spanish Progression Map (KS2)



Grammar & Structures:	<ul style="list-style-type: none"> ● Use of verbs in a variety of contexts ● Spotting patterns for verbs ending: -AR, -ER, -IR 	<ul style="list-style-type: none"> ● Identify word classes and check descriptions for accurate use of noun / adjective order: noun + adjective ● Recap article agreement for masculine and feminine nouns 	<ul style="list-style-type: none"> ● Matching articles in singular and plural form ● Use of conjunctions to extend sentences ● Apply prior knowledge of high-frequency verb forms by conjugating comer (to eat) and beber (to drink) 	<ul style="list-style-type: none"> ● Apply prior knowledge of high-frequency verb forms by conjugating viajar (to travel) 	<ul style="list-style-type: none"> ● Distinguishing between familiar high-frequency verb forms: It is – introducing the weather Hace = how the weather feels (Hace frio – it is cold) Esta = what you can see because of the weather (Esta nublado = it is cloudy) ● Use conjunctions to build complex sentences ● Explain choices to demonstrate an understanding of exposure to a range of grammatical structures
Key Skills:	<ul style="list-style-type: none"> ● Listen attentively and match sounds to text ● Recall familiar vocabulary and understand this is both written and oral activities ● Can use a range of classroom commands to interact with peers and adults ● Begin to use some high-frequency verb forms ● Can answer simple questions, using key words to support with formation of response 	<ul style="list-style-type: none"> ● Recall key phonics sounds and apply these to support spelling of new and familiar vocabulary ● Understand passages made up of familiar words and basic phrases ● Can write individual words accurately ● Can use simple phrases and sentences to describe people ● Can efficiently use a bi-lingual resource to secure vocabulary knowledge ● Can appreciate that Spanish words may not have a direct translation in English 	<ul style="list-style-type: none"> ● Can produce short sections of text from memory ● Can read aloud with good pronunciation and confidence ● Can use subordinating conjunctions to give reasons ● Apply phonics to spell plausibly ● Use correct articles for singular and plural nouns ● Can listen attentively and make links between Spanish and English to secure understanding 	<ul style="list-style-type: none"> ● Secure use of high-frequency verb forms ● Use familiar classroom commands to interact ● Apply phonics knowledge to read and write words, both familiar and unfamiliar ● Identify new words and use context to estimate meaning ● Use correct gender articles in sentences ● Can take ownership of learning, using bi-lingual resources as a support 	<ul style="list-style-type: none"> ● Can read, write and decode the Spanish language, in written and oral form ● Can spot new words and use context to predict meaning ● Use dictionaries to clarify word meaning and extend own vocabulary ● Can use a range of word types in different contexts ● Interact with peers and teachers using classroom commands and basic phrases ● Can ask and answer a wide range of questions ● Make links between the Spanish language and English language to support with long-term memory ● Can use correct articles for nouns: gender, singular and plural