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| **Area of study** | **By end of year 3** | **By end of year 4** | **By end of year 5** | **By end of year 6** |
| **Listening** | * To be able to respond to greetings, classroom instructions. * To be able to join in with songs. | * To be able ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations. * To develop phonics confidence and knowledge through days in the month song, months song, Christmas songs. | * To be able to understand and respond to a specific range of classroom instructions. * To be able to understand essential likes / dislikes relating to food and sports. * To be able to understand and respond to movement instructions. * To be able to anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge acquired in earlier years. | * To be able to understand a range of spoken opinions heard in sentences and short texts. * To be able to respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts. * To be able to anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge. |
| **Speaking** | * To be able to answer questions inc: greetings, names, ages, how are you, favourite animals. * To be able to use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. * To be able to describe animals with colours. * To be able to chorally retell a story.   ¿Qué es? (What is it?) Es un/una… (It is a)  ¿Cómo te llamas? (What do you call yourself?) Me llamo….. (I call myself)  ¿Cómo estás? (How are you?)  ¿Cuántos años tienes? (How old are you?)  ¿Qué tienes en tu estuche? (What do you have in your pencil case?)  ¿Tienes un/una...? (Do you have a?)  ¿Qué diferencia hay? (What difference is there?)  ¿Es (una rana o un pez)? (Is it a frog or a fish?)  ¿Cuál (de los animales) es? (Which of the animals is it?)  ¿Cuál es tu animal favorito? (Which is your favourite animal?)  ¿Qué son? (What are they?)  ¿Qué ves? (What do you see?) | * To be able to ask / answer questions about birthdays, ages, dates, times, simple maths. * To be able to express an opinion- en mi opinion, pienso que. * To be able to signal a problem or ask for help- tengo un problema, puede ayudarme? * To be able to use these sentence structures:   Mi cumpleaños es el…de.. / Son las dos – es la una / Hoy es el …de… ,Es / No es,tiene / No tiene, Hay / No hay.   * To be able to describe pictures/paintings in terms of shapes and their position * To be able to describe hair / eyes of self and others.   Ask ‘¿Cómo se dice … en español?  ¿De qué color es (What colour is)?  ¿Cuántos ... hay? (How many... are there?)  ¿Qué día es (hoy)? (What day is it (today)?  ¿Qué fecha es (hoy)? (What date is it (today)?  ¿Cuándo es tu cumpleaños? (When is your birthday?)  ¿Cómo se llama? (What is he/she called?  ¿Cómo se escribe? (How do you spell that?)  ¿Tienes..? (Do you have..?)  ¿De qué color son tus ojos? (What colour are your eyes?)  ¿y el pelo? (And your hair) | * To be able to ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things. * To be able to signal a problem: Señor(a), tengo un problema * To be able to ask for help and give a detail: ¿Puede ayudarme con …(número 2, el texto, el diccionario)? * To be able to ask for other things: ¿Puedo trabajar con Josh? * To be able to say what sports you play using 'Juego al' or 'Practico el/la' and when you do it 'Los lunes juego al fútbol' * To be able to express opinions in sentences using ‘ me gusta(n)’ and ‘me encanta(n), give preferences using ‘prefiero’ and express reasons for opinions using ‘porque es/son + adjectives’ * To be able to say what you like to eat and drink using 'me gusta comer / beber' * To be able to say what you can / know how to do using 'Sé practicar el esquí'. * To be able to describe actions: eating / drinking at different times, playing sports and instruments.   ¿Qué hora es? (What time is it?)  Es la una / Son las cinco..(It's one o'clock, It's five o'clock)  ¿A qué hora desayunas? (What time do you have breakfast?)  ¿Qué desayunas? (What do you have for breakfast?)  ¿A qué hora comes en el colegio? (What time do you have lunch in school?)  ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?)  ¿Cómo se pronuncia? (How do you pronounce?)  ¿Qué deportes sabes practicar? (What sports can you play?)  ¿Qué instrumento tocas? (What instrument do you play?  ¿Qué instrumento sabes tocar? (What instrument can you play?)  ¿Te gusta…? (Do you like?)  ¿Qué te gusta comer / beber? (What do you like eating / drinking)  ¿Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch)  ¿Por qué te gusta..? (Why do you like..?) | * To be able to ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals.   ¿Qué tiempo hace? (What's the weather like?)  ¿De qué color es la bandera? (What colour is the flag)  ¿Por qué es ... famoso/a? (Why is ... famous?  ¿Qué hay en (España)? (What is there in (Spain))?  ¿Cuándo es? (When is it?)  ¿Cuántos días dura la fiesta? (How many days does the festival last?)  ¿Dónde está? (Where is it?)  ¿Qué lleva la gente? (What do people wear?)  ¿Qué hay...? (What is there...?)  ¿Te gusta…? (Do you like…?)  ¿Por qué te gusta..? (Why do you like..?)  ¿Qué opinas de…? (What do you think of…?)   * To be able to signal a problem: Señor(a), tengo un problema * To be able to ask for help and give a detail: ¿Puede ayudarme con …(número 2, el texto, el diccionario)? * To be able to ask for other things: ¿Puedo trabajar con Josh? * To be able to express opinions in sentences using ‘ me gusta(n)’ and ‘me encanta(n), give preferences using ‘prefiero’ and express reasons for opinions using ‘porque es/son + adjectives’ * To be able to use the 3rd person of key verbs to say what happens at different festivals. * To be able to describe the key geographical features of Spain. * To be able to describe where things are. * To be able to describe the key features of famous festivals. |
| **Reading** | * To be able to match sound to text with familiar words. * To be able to read familiar words with good pronunciation * To be able to identify rhyming words. * To be able to decode words in simple sentences (‘find the word for’ activities). * To be able to join in with songs using written text. * To be able to read numbers to 20, Days of the week, food items in Hungry Caterpillar story. | * To be able to read and understand details on birthday invitations, diary entries and list of things to do (to prepare for a party). * To be able to read numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes. * To be able to read numbers up to thirty. * To be able to read and add questioning intonation. * To be able to understand new words that are introduced into familiar texts-Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, * To be able to read birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary with increasing confidence and fluency. | * To be able to read short texts and answer questions to show understanding. * To be able to follow with a degree of comprehension film clips on sports and food in Spain. * To be able to pronounce sports (including cognates) using correct sounds. * To start to use a dictionary to   1) Know the parts of the dictionary  2) Know what the codes (nf, nm etc) mean  3) Be confident with alphabetical order 4) Find the meanings of new words. | * To be able to complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out. * To be able to follow, with a good degree of comprehension, film clips on traditional Spanish festivals. * To be able to pronounce countries * To be able to find out things that countries are famous for. * To be able to read the names of Spanish festivals. * To be able to identify locations in Spain, when reading aloud from text or from a map. * To be able to identify and read adjectives of reasons to support opinions, using ‘porque’ to provide reasons, language for countries, locations, directions. * To be able to use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary). |
| **Writing** | * To be able to write on mini-white boards and/or trace on arm: simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. * To be able to write individual words for snacks on food plates from memory. * To be able to substitute and adapt noun-adjective collocations in simple sentences. e.g. change colour – animal combinations in sentences with Tengo / Es un/una… * To be able to include simple connectives ‘y’ (and) and ‘pero’ (but). * To be able to write sentences to describe animals with colours. | * To be able to write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo videos) * Write ' My birthday is on the … of …' from memory with accurate spelling. * To be able to write birthday or Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using ‘Voy a + verbs’, time exercise. * To be able to write colours and numbers that we’ve learned. * To be able to write a simple character description. * To be able to write simple descriptions of pictures/paintings in terms of shapes and their position. * To be able to write simple descriptions of emotions. * To be able to describe facial features of themselves and others. | * To be able to write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time. * To be able to adapt short text about someone else's sports / free time to write a short text about own free time. * To be able to describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory). | * To be able to label pictures (village and coast) – using hay / no hay with confidence to write sentences from memory. * To be able to write a holiday postcard, adapting a model. * To be able to Express opinions and giving reasons (from memory). * To be able to describe places and compare locations (from memory). * To be able to describe actions: describe festivals at home and in foreign country (with resources). |
| **Grammar** | * To be able to focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites). * To be able to form plural nouns. * To learn adjectival positioning and agreement. * To be able to use tengo, hay and son accurately. * To be able to use connectives- y, pero. | * To focus on active use of indefinite articles in singular and plural **and** definite articles in both singular and plural. * To regularly and comfortably use plurals of nouns. * To use adjectives (agreement and position) with more confidence. * To create greater variety of sentences using the key verb forms from Y3. * To use tiene (3rd person tener) and está (3rd person estar). * To use future tense (Voy a + infinitive verb), infinitives. * To use sequencers - un día, luego, después al final * To use preposition of place (arriba, encima de etc..) | * To focus on active use of definite articles with verbs of like / dislike. * To know when to omit the definite article when talking about what you eat and drink. * To know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la). * To agree adjectives in reasons after porque es / son, remembering to match number and gender. * To use all persons DESAYUNAR * To use 1st/2nd person COMER / BEBER. * To use 1st person JUGAR. * To use all persons PRACTICAR. * To use Sé jugar, practicar, tocar. * To use Me gusta + comer / beber / jugar / practicar. * To use days of the week (los lunes etc..) | * To accurately use gender and article, singular and plural (not with 100% consistency but the rules are known and understood). * To agree adjectives in reasons after porque es / son, remembering to match number and gender. * To Use ‘HAY’ with confidence. * To use the verb ‘ESTAR’ with confidence. * To be exposed to some   reflexive verbs.   * To use subordinating connectives (if, because)   (some pupils will be using relative clauses with ‘que’ (which)). |