

Subject: Spanish at Denton CP School Statement of Intention

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Understanding and communication.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Applying and developing fluency.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- <u>Aims</u>: Children will leave Denton CP School understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in Spanish.



Denton CP School

[Insert subject name] Skills Progression Map

Skills	Year 3	Year 4	Year 5	Year 6	
	Chn will be able to: Understand a	Chn will be able to: Understand a	Chn will be able to: Understand a	Chn will be able to: Understand a few	
·		few familiar spoken words and	few familiar spoken words and	familiar spoken words and phrases -	
Listening	· · · · · · · · · · · · · · · · · · ·		phrases - e.g. the teacher's	e.g. the teacher's instructions	
			instructions	 A few words and phrases in a song 	
	 A few words and phrases in a 	• A few words and phrases in a song	 A few words and phrases in a song 	or a rhyme	
	song or a rhyme	or a rhyme	or a rhyme	Days of the week	
	Days of the week	Days of the week	Days of the week	Colours	
	• Colours	Colours	• Colours	Numbers	
	Numbers	Numbers	Numbers		
				Chn will be able to: Understand a	
	Chn will be able to: Understand a	Chn will be able to: Understand a	Chn will be able to: Understand a	range of familiar spoken phrases - e.g.	
	range of familiar spoken phrases -	range of familiar spoken phrases -	range of familiar spoken phrases -	Basic phrases concerning myself, my	
	e.g.	e.g.		family, my school, the weather.	
	Basic phrases concerning myself,	Basic phrases concerning myself,	Basic phrases concerning myself,		
	my family, my school, the my family, my school, the weather.		my family, my school, the weather.	Chn will be able to:	
	weather.			Understand the main points from a	
		Chd will be able to:	Chn will be able to:	short spoken passage made up of	
	Chn will be able to:	Understand the main points from a	Understand the main points from a	familiar language in simple sentences.	
	Understand the main points from	short spoken passage made up of	short spoken passage made up of	- e.g.	
	a short spoken passage made up	familiar language in simple	familiar language in simple	• A short rhyme or song, a telephone	
	of familiar language in simple	sentences e.g.	sentences e.g.	message, announcement or weather	
	sentences e.g.	A short rhyme or song, a	• A short rhyme or song, a telephone	forecast.	
	• A short rhyme or song, a	telephone message, announcement	message, announcement or weather	Sentences describing what people	
	telephone message,	or weather forecast.	forecast.	are wearing, what they are doing, an	
	announcement or weather	Sentences describing what people	Sentences describing what people	announcement or message.	
	forecast.	are wearing, what they are doing, an	are wearing, what they are doing, an announcement or message.		
	Sentences describing what			Chn will be able to:	
	people are wearing, what they are	Cha will be able to:	Cha will be able to:	Understand and respond to spoken	
	doing, an announcement or	Chn will be able to:	Chn will be able to:	and written language from a variety of	
	message.			authentic sources.	



	Chn will be able to:	Understand and respond to	Understand and respond to	
	• Understand and respond to spoken and written language from a		spoken and written language from a	
	spoken and written language from	variety of authentic sources.	variety of authentic sources.	
	a variety of authentic sources.			
	Chn will be able to: Say and repeat	Chn will be able to: Say and repeat	Chn will be able to: Say and repeat	Chn will be able to: Say and repeat
Speaking	single words and short simple	single words and short simple	single words and short simple	single words and short simple phrases
, , , , , , , , , , , , , , , , , , ,	phrases – e.g.	phrases – e.g.	phrases – e.g.	– e.g.
	Greeting someone	Greeting someone	Greeting someone	Greeting someone
	• Saying Si, No, Por Favour,	• Saying Si, No, Por Favour, Gracias.	• Saying Si, No, Por Favour, Gracias	• Saying Si, No, Por Favour, Gracias
	Gracias	Naming classroom objects	 Naming classroom objects 	Naming classroom objects
	Naming classroom objects	Days of the week saying what the	 Days of the week saying what the 	 Days of the week saying what the
	 Days of the week saying what the weather is like. 	weather is like.	weather is like.	weather is like.
		Chn will be able to:	Chn will be able to:	Chn will be able to:
	Chn will be able to: Answer simple questions and		Answer simple questions and give	Answer simple questions and give
	Answer simple questions and give basic information – e.g.		basic information – e.g.	basic information – e.g.
	basic information – e.g.	Saying where I live	Saying where I live	Saying where I live
	 Saying where I live Whether I have brothers and sisters 		Whether I have brothers and	Whether I have brothers and sisters
			sisters	Whether I have a pet
	sisters • Whether I have a pet		Whether I have a pet	When my birthday is
	Whether I have a pet When my birthday is		When my birthday is	 ◆How old I am Saying the date.
	When my birthday is How old I am Saying the date.		How old I am Saying the date.	
	How old I am Saying the date.			Chn will be able to:
	Chn will be able to:		Chn will be able to:	Ask and answer simple questions and
	Chn will be able to: Ask and answer simple questions		Ask and answer simple questions	talk about their interests - e.g.
	Ask and answer simple questions and talk about their interests - e.g.		and talk about their interests - e.g.	Taking part in an interview about my
	and talk about their interests - e.g. • Taking part in an interview about		Taking part in an interview about	area and interests; a survey about
	Taking part in an interview my area and interests; a survey		my area and interests; a survey	pets or favourite foods; talking to a
	about my area and interests; a about pets or favourite foods; talking		about pets or favourite foods; talking	friend about what we like to do and
	survey about pets or favourite to a friend about what we like to do		to a friend about what we like to do	wear
	foods; talking to a friend about	and wear	and wear	Discussing a picture with a partner,
	what we like to do and wear	Discussing a picture with a partner,	Discussing a picture with a partner,	describing colours, shapes and saying
		describing colours, shapes and	describing colours, shapes and	whether I like it or not; asking for and



					V Prime
		 Discussing a picture with a 	saying whether I like it or not; asking	saying whether I like it or not; asking	giving directions; discussing houses,
		partner, describing colours,	for and giving directions; discussing	for and giving directions; discussing	pets and food.
		shapes and saying whether I like it	houses, pets and food.	houses, pets and food.	
		or not; asking for and giving			Chn will be able to:
		directions; discussing houses, pets	Chn will be able to:	Chn will be able to:	 Speak with increasing confidence,
		and food.	 Speak with increasing confidence, 	 Speak with increasing confidence, 	fluency and spontaneity, finding ways
			fluency and spontaneity, finding	fluency and spontaneity, finding	of communicating what they want to
		Chn will be able to:	ways of communicating what they	ways of communicating what they	say, including through discussion and
		 Speak with increasing 	want to say, including through	want to say, including through	asking questions, and continually
		confidence, fluency and	discussion and asking questions, and	discussion and asking questions, and	improving the accuracy of their
		spontaneity, finding ways of	continually improving the accuracy	continually improving the accuracy	pronunciation and intonation
		communicating what they want to	of their pronunciation and	of their pronunciation and	Give a short prepared talk, on a topic
		say, including through discussion	intonation	intonation	of choice, including expressing
		and asking questions, and • Give a short prepared talk, on a		Give a short prepared talk, on a	opinions - e.g.
		continually improving the	topic of choice, including expressing	topic of choice, including expressing	 Talking on a familiar subject;
		accuracy of their pronunciation	opinions - e.g.	opinions - e.g.	describing a picture or part of a story;
		and intonation	 Talking on a familiar subject; 	 Talking on a familiar subject; 	making a presentation to the class
		• Give a short prepared talk, on a	describing a picture or part of a	describing a picture or part of a	
		topic of choice, including story; making a pre		story; making a presentation to the	
		expressing opinions - e.g. class		class	
		• Talking on a familiar subject;			
		describing a picture or part of a			
		story; making a presentation to			
		the class			
İ		Chn will be able to:	Chn will be able to:	Chn will be able to:	Chn will be able to:
	Reading	Can recognise and read out a few	Can recognise and read out a few	Can recognise and read out a few	Can recognise and read out a few
	Redding	familiar words and phrases - e.g.	familiar words and phrases - e.g.	familiar words and phrases - e.g.	familiar words and phrases - e.g.
		 From stories and rhymes 	From stories and rhymes	From stories and rhymes	From stories and rhymes
		• Labels on familiar objects	• Labels on familiar objects	Labels on familiar objects	Labels on familiar objects
		• The date	• The date	• The date	• The date
		The weather	The weather	The weather	The weather



			Prima
Chn will be able to:	Chn will be able to:	Chn will be able to:	Chn will be able to:
Understand and read out familiar	Understand and read out familiar	Understand and read out familiar	Understand and read out familiar
written phrases - e.g.	written phrases - e.g.	written phrases - e.g.	written phrases - e.g.
Simple phrases	Simple phrases	Simple phrases	 Simple phrases
Weather phrases	 Weather phrases 	Weather phrases	Weather phrases
 Simple description of objects 	 Simple description of objects 	Simple description of objects	Simple description of objects
someone writing about their pet	someone writing about their pet	someone writing about their pet	someone writing about their pet
Chn will be able to:	Chn will be able to:	Chn will be able to:	Chn will be able to:
Understand the main point(s) and	Understand the main point(s) and	Understand the main point(s) and	Understand the main point(s) and
some of the detail from short	some of the detail from short	some of the detail from short	some of the detail from short written
written texts or passages in clear	written texts or passages in clear	written texts or passages in clear	texts or passages in clear printed
printed script - e.g.	printed script - e.g.	printed script - e.g.	script - e.g.
Very simple messages on a	Very simple messages on a	 Very simple messages on a postcard or e-mail or part of a story 	Very simple messages on a postcard
·	postcard or e-mail or part of a postcard or e-mail or part of a story		or e-mail or part of a story
story • Three to four sentences of		Three to four sentences of	Three to four sentences of
Three to four sentences of	information about my e-pal; a	information about my e-pal; a	information about my e-pal; a
information about my e-pal; a	description of someone's school day	description of someone's school day	description of someone's school day
description of someone's school			
day		Chn will be able to:	Chn will be able to:
	Chn will be able to:	Understand the main points and	Understand the main points and
Chn will be able to:	Understand the main points and	opinions in written texts from	opinions in written texts from various
Understand the main points and	opinions in written texts from	various contexts - e.g.	contexts - e.g.
opinions in written texts from	various contexts - e.g.	• A postcard or letter from a pen-pal;	• A postcard or letter from a pen-pal;
various contexts - e.g.	• A postcard or letter from a pen-pal;	a written account of school life, a	a written account of school life, a
A postcard or letter from a pen-	a written account of school life, a	poem or part of a story	poem or part of a story
pal; a written account of school	poem or part of a story	Discover and develop an	Discover and develop an
life, a poem or part of a story	Discover and develop an	appreciation of a range of writing in	appreciation of a range of writing in
Discover and develop an	appreciation of a range of writing in	Spanish	Spanish
appreciation of a range of writing	Spanish		
in Spanish			
Chn will be able to:	Chn will be able to:	Chn will be able to:	Chn will be able to:



W	ri	ti	n	g

Can write or copy simple words or symbols correctly - e.g.

- Numbers
- Days of week
- Colours
- Classroom objects
- A shopping list

Chn will be able to:

Can write one or two short sentences to a model and fill in the words on a simple form- e.g.

- Personal information
- Where I live
- How old I am
- Holiday greetings by e-mail or on a postcard

Chn will be able to:

Write a few short sentences with support using expressions which they have already learnt - e.g.

- A postcard, a simple note or message, an identity card
- Write a short text on a familiar topic, adapting language which they have already learnt- e.g.
- Three to four sentences for a wall display; a simple e-mail message ...

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Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

- Paragraphs of three to four sentences about myself
- About a story or a picture; a message containing three to four sentences; a postcard or greetings card
- A postcard, a simple note or message, an identity card
- Write a short text on a familiar topic, adapting language which they have already learnt- e.g.
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