

## Grove Lea Primary Languages Progression Grid 2022-2023

### Composite knowledge

*Aims of the National Curriculum: To make sufficient progress in one language across Key Stage 2 through understanding and responding to spoken and written language, communicating with increasing confidence and being able to write and apply grammatical structures learnt.*

<b>Spanish</b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>																																																																								
<b><u>Component knowledge</u></b> <b><u>Substantive knowledge</u></b>	<p>By the end of Y3 we should know...</p> <p>Please see LTP overview for more breakdown.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Alphabet / phonics</td></tr> <tr><td>Greetings</td></tr> <tr><td>Asking for and saying how you are</td></tr> <tr><td>Saying your name</td></tr> <tr><td>Numbers 1-10</td></tr> <tr><td>Age</td></tr> <tr><td>Where do you live?</td></tr> <tr><td>Days of the week</td></tr> <tr><td>Months of the year</td></tr> <tr><td>Dates</td></tr> <tr><td>Spanish Christmas</td></tr> <tr><td>Birthdays</td></tr> <tr><td>Colours</td></tr> <tr><td>Brothers and sisters</td></tr> <tr><td>Pets</td></tr> <tr><td>Numbers above 10</td></tr> <tr><td>Family members (short term)</td></tr> <tr><td>Numbers above 20</td></tr> <tr><td>Fact files</td></tr> <tr><td>End of year Spanish assessment</td></tr> </table>	Alphabet / phonics	Greetings	Asking for and saying how you are	Saying your name	Numbers 1-10	Age	Where do you live?	Days of the week	Months of the year	Dates	Spanish Christmas	Birthdays	Colours	Brothers and sisters	Pets	Numbers above 10	Family members (short term)	Numbers above 20	Fact files	End of year Spanish assessment	<p>By the end of Y4 we should know...</p> <p>Please see LTP overview for more breakdown.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Where do I live?</td></tr> <tr><td>Countries and nationalities</td></tr> <tr><td>Which languages do I speak? Hablar..</td></tr> <tr><td>My appearance</td></tr> <tr><td>My family's appearance</td></tr> <tr><td>Spanish Christmas</td></tr> <tr><td>At the zoo, zoo animals</td></tr> <tr><td>Writing an advert</td></tr> <tr><td>Describing using adjectives</td></tr> <tr><td>Body parts</td></tr> <tr><td>body parts with classroom instructions (raise hand etc)</td></tr> <tr><td>create an alien with Spanish body parts</td></tr> <tr><td>Whats the time? (short term)</td></tr> <tr><td>Numbers up to 50</td></tr> <tr><td>Fact files</td></tr> <tr><td>End of year Spanish assessment</td></tr> </table>	Where do I live?	Countries and nationalities	Which languages do I speak? Hablar..	My appearance	My family's appearance	Spanish Christmas	At the zoo, zoo animals	Writing an advert	Describing using adjectives	Body parts	body parts with classroom instructions (raise hand etc)	create an alien with Spanish body parts	Whats the time? (short term)	Numbers up to 50	Fact files	End of year Spanish assessment	<p>By the end of Y5 we should know....</p> <p>Please see LTP overview for more breakdown.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Hobbies</td></tr> <tr><td>Opinions</td></tr> <tr><td>Someone else's opinion</td></tr> <tr><td>School subjects</td></tr> <tr><td>School timetable</td></tr> <tr><td>Spanish Christmas</td></tr> <tr><td>Classroom objects</td></tr> <tr><td>Whats in my pencilcase</td></tr> <tr><td>Classroom instructions</td></tr> <tr><td>Seasons</td></tr> <tr><td>Weather</td></tr> <tr><td>Comparing using and / but</td></tr> <tr><td>Adjectives / opinions</td></tr> <tr><td>Sentence writing using conjunctions and adjectives</td></tr> <tr><td>(short term)</td></tr> <tr><td>Food</td></tr> <tr><td>Whats in my shopping basket?</td></tr> <tr><td>Fact files</td></tr> <tr><td>End of year Spanish assessment</td></tr> </table>	Hobbies	Opinions	Someone else's opinion	School subjects	School timetable	Spanish Christmas	Classroom objects	Whats in my pencilcase	Classroom instructions	Seasons	Weather	Comparing using and / but	Adjectives / opinions	Sentence writing using conjunctions and adjectives	(short term)	Food	Whats in my shopping basket?	Fact files	End of year Spanish assessment	<p>By the end of Y6 we should know...</p> <p>Please see LTP overview for more breakdown.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Sports</td></tr> <tr><td>Conjugation of jugar/hacer</td></tr> <tr><td>My favourite sport</td></tr> <tr><td>Food</td></tr> <tr><td>'I would like'</td></tr> <tr><td>Creating a menu</td></tr> <tr><td>Roleplay in Spanish restaurant</td></tr> <tr><td>Whats my house like?</td></tr> <tr><td>Rooms in my house</td></tr> <tr><td>Whats my bedroom like?</td></tr> <tr><td>My town</td></tr> <tr><td>Places in town</td></tr> <tr><td>Directions</td></tr> <tr><td>Creating a map</td></tr> <tr><td>SATS – Know more</td></tr> <tr><td>remember more</td></tr> <tr><td>Recapping learnt in KS2 and prepare a project that will prepare for languages transition to high school</td></tr> </table>	Sports	Conjugation of jugar/hacer	My favourite sport	Food	'I would like'	Creating a menu	Roleplay in Spanish restaurant	Whats my house like?	Rooms in my house	Whats my bedroom like?	My town	Places in town	Directions	Creating a map	SATS – Know more	remember more	Recapping learnt in KS2 and prepare a project that will prepare for languages transition to high school
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<p><b><u>Knowledge of the world</u></b></p>	<p>We should know Where Spain is in relation to us? Which other countries speak Spanish? Why is it important to learn a language? Why is Spanish an important language?</p>	<p>We should know Where are we in relation to the world/ Europe/ are we from different countries?</p>	<p>We should know How are our traditions different? Picking out Spanish cities and towns on a map to compare things like size, weather, location in contrast to where we live</p>	<p>We should know What do we need to know for high school? What knowledge/vocabulary/ sentences will help us in the future?</p>
<p><b><u>Vocabulary</u></b> (snapshot)</p>	<p><b><u>Tier 3</u></b> Hola, Que tal? Como estas? Buenos dias, buenas tardes, buenas noches, colores, Me llamo... Tengo ? anos, los dias de la semana, mi cumpleaños, tienes animals</p>	<p><b><u>Tier 3</u></b> Mi nacionalidad es... Numeros a 20 En mi estuche es... Mi familia... Madre Padre Hermano Hermana Primo/a Tengo el pelo... Tengo los ojos... Que hora es? La pierna, los ojos, las orejas</p>	<p><b><u>Tier 3</u></b> Me gusta.. No me gusta... Odio.. Me encanta... Los animales.. En mi casa, mi animal es.. Los estaciones El tiempo Porque es interesante...divertido... Aburrido... mal Comida En el supermercado</p>	<p><b><u>Tier 3</u></b> Los deportes Que es tu deport favorito? La comida... En mi casa, hay... En mi pueblo hay... Donde esta la..? A la derecha A la izquierda</p>
<p><b><u>Disciplinary</u></b>  <b><u>Listening</u></b></p>	<ul style="list-style-type: none"> <li>• Show that he/she recognises words and phrases heard by responding appropriately</li> <li>• Follow simple instructions and link pictures or actions to language</li> <li>• When listening to stories, rhymes or songs, join in with</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases</li> <li>• Listen to and repeat particular phonemes in songs and rhymes and link to spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Gain an overall understanding of an extended spoken text which includes some familiar language</li> <li>• Identify different ways to spell key sounds and select the correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Understand longer and more challenging texts on a range of topics, recognising details and opinions</li> <li>• Apply knowledge of phonemes and spelling to</li> </ul>

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	repeated sections and identify particular phonemes and rhyming words.	<ul style="list-style-type: none"> <li>Notice that French may contain different phonemes and similar sounds may be spelt differently in English</li> </ul>	of a familiar words	attempt reading unfamiliar words
<b><u>Speaking</u></b>	<ul style="list-style-type: none"> <li>Ask and answer simple questions, for example about personal information</li> <li>Repeat sentences heard and make simple adaptations to them</li> <li>Use mostly accurate pronunciation and speak clearly when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer a range of questions on different topic areas</li> <li>Use familiar sentences as models and make adaptations</li> <li>Read aloud with accurate pronunciation and present a short learned piece for performance</li> </ul>	<ul style="list-style-type: none"> <li>Take part in conversations and express simple opinions giving reasons</li> <li>Adapt known complex sentences to reflect a variation in meaning</li> <li>Begin to use intonation in different sentence types</li> <li>Create a short piece for presentation to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Create a short presentation for an audience</li> <li>Engage in longer conversations and ask for clarification if necessary</li> <li>Create own sentences using knowledge of sentence structure</li> <li>Use pronunciation and intonation to engage an audience</li> </ul>

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<b><u>Writing</u></b>	<ul style="list-style-type: none"> <li>• Write some single words from memory</li> <li>• Record descriptive sentences using a word bank</li> <li>• Use simple adjectives such as colours and sizes to describe things in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write short words and phrases from memory</li> <li>• Use a range of adjectives to describe things in detail such as someone appearance</li> <li>• Write descriptive sentences using a model but supplying some words from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Write phrases and some simple sentences from memory using a word bank</li> <li>• Use a wide range of adjectives to describe people and things</li> </ul>	<ul style="list-style-type: none"> <li>• Write a range of phrases and sentences from memory and adapt to suit need on a similar topic</li> <li>• Select appropriate adjectives to describe a range of things people and places</li> </ul>
<b><u>Grammar</u></b>	<ul style="list-style-type: none"> <li>• Recognise the main word classes</li> <li>• Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</li> <li>• Have basic understanding of the usual order of words in sentences in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a wider range of word classes</li> <li>• Understand that adjectives may change form according to the gender of the article</li> <li>• Recognise questions and negative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• know how to conjugate some high frequency verbs</li> <li>• understand how to change an adjective to change it to agree with a noun</li> <li>• adapt sentences to form negative sentences and begin to form questions</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to conjugate some high frequency verbs</li> <li>• Understand how to use some adverbs in sentences</li> <li>• Have an awareness of similarities and differences between languages in terms of grammar</li> </ul>

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#### **Reading**

- Recognise some familiar words and phrases in written form
- Read some familiar words aloud using mostly accurate pronunciation
- Learn and remember new words encountered in reading

- Read a range of familiar phrases and sentences accurately, recognising meaning
- Follow the written version of a text that is being read to them
- Begin to work out the meaning of unfamiliar words with a text using context and other clues

- Read aloud and understand a short text containing mostly familiar language
- Learn a song or poem
- use dictionaries to extend vocabulary on a given topic

- read aloud and understand a short text containing unfamiliar words
- attempt to read a range of texts independently
- use vocabulary learnt from reading in different contexts and use dictionaries to find a range of words