



Spanish Key Skills Progression Ladder Y3 – Y6

| National Curriculum | | Y3 | Y4 | Y5 | Y6 |
|-----------------------|--|---|---|--|--|
| Listening and Reading | Listen attentively to spoken language and show understanding by joining in and responding. | Listening and responding to single words and short phrases. | Listening and responding to full sentences. | Listening and selecting information from short audio passages to give an appropriate response. | Listening and following the gist of information from an extended audio passage using language detective skills. |
| | Appreciate stories, songs, poems and rhymes in the language. | Reading aloud some words from simple songs, stories and rhymes. | Following a short text or rhyme, listening and reading at the same time. | Reading and responding to a range of authentic texts. | Reading short authentic texts for enjoyment or information. |
| | Read carefully and show understanding of words, phrases and simple writing. | Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates. | Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. | Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. | Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure. |
| | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. | Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings. | Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. | Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. |

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| Speaking and writing | Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. | Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. | Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. | Forming a question in order to ask for information. Presenting factual information in extended sentences. Beginning to use conversational phrases for purposeful dialogue. | Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. |
| | Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words. | Listening to songs and rhymes in Spanish, repeating sounds and phrases to develop pronunciation and intonation. Beginning to notice common spelling patterns. | | Beginning to predict spelling patterns. | |
| | Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. | Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song. | Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. | Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. |
| | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. | | Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. | |
| | Present ideas and information orally to a range of audiences. | Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play. | | Creating and presenting a monologue, dialogue or role-play. Giving a presentation drawing upon learning from a number of previous topics. | |
| | Write phrases from memory, and adapt these to create new sentences to express ideas clearly. | Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. | Selecting and writing short words and phrases. Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers) | Adapting model sentences to express different ideas. Writing a short text using a model or scaffold. | Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. |
| | Describe people, places and things and actions orally and in writing. | Recognising and using adjectives of colour and size. | Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives. | Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object or person. | Generating the correct form of an adjective that agrees with the singular or plural noun it describes. Recognising and using a wide range of descriptive phrases. |