

<b>Year 4 Languages Progression ladder overview – Spanish – Term 1</b>		
<b>Skills and knowledge</b>	<b>Example contexts and language</b>	<b>Arriving in Year 4 Term 2 able to...</b>
<p><b>Listening</b> Listen, understand, and respond to an increasing number of words, short phrases containing familiar language.</p>	<ul style="list-style-type: none"> <li>• Sing sections of a song about numbers from memory</li> <li>• Point to the correct time in a Multiple Choice activity</li> <li>• Start to respond more quickly to basic classroom instructions (with support if needed)</li> <li>• Enjoy challenging themselves to see how quickly they can recall vocabulary in listening 'Word Pop'</li> </ul>	<ul style="list-style-type: none"> <li>• listen to short sentences and pick out a main point e.g. a time, a day and/or an activity.</li> <li>• respond, more confidently, to basic classroom instructions.</li> <li>• listen attentively and show understanding by joining in and responding with 'yes or no' answers or physical reactions.</li> </ul>
<p><b>Speaking</b> Begin to communicate with others answering one or two simple familiar questions and giving basic information using familiar very short phrases and sentences.</p>	<ul style="list-style-type: none"> <li>• Be confident when beginning the lesson saying hello and good-bye</li> <li>• Call out a few days of the week with the image as a stimulus</li> <li>• Revisit 'Me gusta', 'No me gusta' (in the singular form) and add a hobby that they like or don't like</li> </ul>	<ul style="list-style-type: none"> <li>• with support if required, ask and answer several simple and familiar questions with a rehearsed response.</li> <li>• express a very simple opinion.</li> </ul>
<p><b>Reading</b> Recognise, read, and understand some familiar written words and short phrases.</p> <p>Read a wider range of words and very short phrases aloud.</p> <p>Show a little awareness of sound-spelling links.</p>	<ul style="list-style-type: none"> <li>• Read and retrieve numbers 21 to 30 using the wordsearch screen</li> <li>• Follow words displayed on the whiteboard/screen at the same time as listening to them</li> <li>• Revisit days, times and hobbies to put a comic strip into the correct order</li> <li>• Use their awareness of sound-spelling links to read out a very short phrase/sentence from their own comic strip</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud several familiar short phrases and/or sentences.</li> <li>• follow words/short phrases whilst listening and reading at the same time.</li> </ul>

<p><b>Writing</b> Write one or two short phrases and/or sentences with support or a model.</p> <p>Begin to spell some common and familiar words correctly.</p> <p>Write a few simple phrases and/or sentences from memory.</p>	<ul style="list-style-type: none"> <li>• Use a model template to make a sentence to say when you do a certain activity</li> <li>• Use 'Blast off' to practise spelling time phrases</li> <li>• Give pupils the option to use phrases from Year 3 to add to their comic strip</li> </ul>	<ul style="list-style-type: none"> <li>• use the writing activity in the 'Quiz' to support committing short phrases to memory.</li> <li>• start to spell some common words from memory.</li> <li>• be more accepting that mistakes will be made when attempting to write short phrases or sentences from memory.</li> </ul>
<p><b>Grammar</b> Become confident in using:</p> <ul style="list-style-type: none"> <li>• 'Me gusta', 'No me gusta'</li> <li>• the negative 'no...' in a basic way</li> </ul> <p>Be introduced to:</p> <ul style="list-style-type: none"> <li>• 'son' + time</li> <li>• 'A las + time' e.g. 'A las tres me gusta jugar al fútbol.'</li> <li>• 'los + day' e.g. 'Los martes no me gusta bailar.'</li> <li>• infinitive forms of 'jugar', 'bailar', 'ver' and 'escuchar'</li> </ul> <p>Understand that days of the week don't have capital letters in Spanish.</p>	<ul style="list-style-type: none"> <li>• Rearrange sentences to show understanding of 'los + day'/'a las + time'</li> <li>• Use a sentence template to say which day or time you do an activity</li> <li>• Participate in 'I'm thinking of a time' game to practise asking '¿Qué hora es?' and giving a time</li> <li>• Translate times from English to Spanish and vice versa</li> <li>• Choose different infinitives from a template to use in a cartoon strip</li> </ul>	<ul style="list-style-type: none"> <li>• include a negative sentence in writing or speaking.</li> <li>• give a very simple opinion e.g. I like/don't like to play...</li> </ul>
<p><b>Phonics</b> Be introduced to the patterns, sounds and phonemes of language to help develop accurate pronunciation and intonation.</p>	<ul style="list-style-type: none"> <li>• Explore the phonics pairs 'A/EI' and 'G/J'</li> <li>• Begin to read one or two unfamiliar words on the phonics screen before listening to the audio</li> </ul>	<ul style="list-style-type: none"> <li>• begin to pick out some familiar words that contain the phonics pairs 'A/EI' and 'G/J'</li> <li>• pick out some familiar words that contain the phonics pairs L/Y. N/Ñ, E/U, I/AI and O/AU</li> </ul>

		<ul style="list-style-type: none"> <li>recall some of the mouth movements needed to make the sounds for the phonics pairs from this year</li> </ul>
<p><b>Culture</b> Start to identify similarities and differences in one's own culture to that of another in the Spanish-speaking world.</p> <p>Continue to learn about celebrations in the francophone world and about daily life in other countries where Spanish is spoken.</p>	<ul style="list-style-type: none"> <li>Learn about how New Year's Eve is celebrated in Spain</li> </ul>	<ul style="list-style-type: none"> <li>talk about a celebration in the Spanish-speaking world.</li> </ul>