

Year 4 Languages Progression ladder overview – Spanish – Term 2		
Skills and knowledge	Example contexts and language	Arriving in Year 4 Term 3 able to...
<p>Listening Listen, understand, and respond to an increasing number of short phrases made up of a wider range of familiar vocabulary.</p>	<ul style="list-style-type: none"> • Point to the correct part of the face when they hear the Spanish • Move to the correct corner of the classroom to show understanding of a basic description 	<ul style="list-style-type: none"> • pick out colours and face parts from a song. • understand a very short description of a person (alien). • respond, more confidently, to more basic classroom instructions. • listen attentively and show understanding by joining in and responding with occasional short answers.
<p>Speaking Confidence improves in communicating with others answering a few simple familiar questions and giving basic information using familiar short phrases and sentences.</p>	<ul style="list-style-type: none"> • A pupil takes on the teacher role for 'Simon dice...' saying 'Tengo + part of face' • Pupils work in pairs to play 'Guess Who?' • Use the template 'How I look' to describe themselves • Class sing 'Heads, shoulders, knees and toes' with actions 	<ul style="list-style-type: none"> • with support if required, ask and answer at least two simple familiar questions about how someone is, name, age, family, birthday, and pets.
<p>Reading Recognise, read, and understand some familiar written words and phrases.</p> <p>Read a wider range of words and sentences aloud.</p> <p>Show increasing awareness of sound-spelling links.</p>	<ul style="list-style-type: none"> • Revisit zoo animals to introduce colours and match sentences to pictures • Drag the word to the correct part of the face • Use the Reading 'Word Pop' to match the English with Spanish descriptions 	<ul style="list-style-type: none"> • read aloud several familiar short phrases and/or sentences. • follow a very short text at the same time as listening to it.

<p>Writing Write more short phrases and/or sentences with support or a model.</p> <p>Begin to spell more common and familiar words correctly.</p> <p>Write more simple phrases and/or sentences from memory.</p>	<ul style="list-style-type: none"> • Write a colour on a post-it from memory and stick it on an item of that colour in the classroom • Draw a silly face and label in Spanish, use vocabulary support sheet if appropriate • Write a short description of a person or alien (with support if required from the How I look template) 	<ul style="list-style-type: none"> • write a few short phrases or sentences from memory which may include greetings, numbers, months, family members, pets, zoo animals, times, days, hobbies, colours, parts of the face, body parts, simple descriptions. • be more accepting that mistakes will be made when attempting to write short phrases or sentences from memory.
<p>Grammar Become confident in using:</p> <ul style="list-style-type: none"> • 'Tengo', 'Soy' • 'Tener' and 'ser' in 3rd person singular • 'Llevo', 'No llevo' <p>Be introduced to:</p> <ul style="list-style-type: none"> • the position of adjectives • adjectival agreements 	<ul style="list-style-type: none"> • More confident pupils notice the order of adjectives and colours in the song • Use language detective skills to work out the rules for adjectives • Ask more confident pupils to spot any errors in the 'Aliens' game • Read and understand a short description of an alien using the 3rd person singular 	<ul style="list-style-type: none"> • identify key parts of the verbs 'tener' and 'ser'. • use a limited range of adjectives. • pick out a feminine adjective ending.
<p>Phonics Be aware of the patterns, sounds and phonemes of language to help develop accurate pronunciation and intonation.</p>	<ul style="list-style-type: none"> • Revise the phonics pairs 'N/Ñ' • Revisit all phonics covered and play the 'Guac-a-Mole' game to identify which phonic sounds are the strongest for the pupil 	<ul style="list-style-type: none"> • pick out some words that contain the phonics pairs 'L/Y', 'N/Ñ', 'E/U', 'I/AI', 'O/AU' and 'G/J' • recall some of the mouth movements needed to make the sounds for the phonics pairs from this year.
<p>Culture</p>	<ul style="list-style-type: none"> • Learn about how Easter is celebrated in Spain. 	<ul style="list-style-type: none"> • recall a little information about how Easter is celebrated in Spain.

<p>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">• Describe a historical figure from the Spanish speaking world	
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