

<b>Year 5 Languages Progression ladder overview – Spanish – Term 1</b>		
<b>Skills and knowledge</b>	<b>Example contexts and language</b>	<b>Arriving in Year 5 Term 2 able to...</b>
<p><b>Listening</b> Listen and show understanding of some main points in a short spoken passage made up of familiar language and containing one or two more complex phrases and sentences.</p>	<ul style="list-style-type: none"> <li>• Pupils show they understand people talking about where they live and giving an opinion about this, by participating in the 'Stand up If' game</li> <li>• Pupils move to the appropriate compass point when listening to an extended sentence about where someone lives</li> <li>• Support language is removed for most pupils</li> <li>• Pupils show a growing willingness to have a go at picking out some familiar words and phrases without seeing the transcript</li> </ul>	<ul style="list-style-type: none"> <li>• pick out a few main points when listening to an extended sentence containing familiar phrases.</li> <li>• listen attentively to spoken language and respond accordingly e.g. start to write down words as they hear them in a dictation activity.</li> </ul>
<p><b>Speaking</b> Take part in short conversations using familiar language and structures.  Become more confident in asking and answering simple questions.</p>	<ul style="list-style-type: none"> <li>• Basic interactions at the beginning and ending of lessons are routinely embedded with most pupils. Some pupils can extend the conversation</li> <li>• Pupils perform short dialogues to ask and answer questions about where they live</li> <li>• Pupils play Pictionary with phrases they recall on where people live</li> <li>• Pupils are confident to recall phrases about food and drink with a partner before saying what they eat and drink in the kitchen</li> </ul>	<ul style="list-style-type: none"> <li>• take part in a short conversation by asking and answering familiar questions with a rehearsed response.</li> </ul>

<p><b>Reading</b> Understand the main points from a short written text.</p> <p>Read a variety of short simple texts.</p>	<ul style="list-style-type: none"> <li>• Pupils practise their read aloud skills by taking part in a Trapdoor activity to say where people live</li> <li>• Pupils read a short simple text about what different people eat and drink in different rooms of the house</li> <li>• Pupils read sentences to a partner who translates them into English</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud a variety of familiar phrases, longer sentences and short texts.</li> <li>• show a greater understanding of longer sentences by picking out a few main points.</li> </ul>
<p><b>Writing</b> Write a few short sentences with support using previously learnt vocabulary.</p> <p>Spell words that are readily understandable.</p> <p>Write phrases and/or sentences from memory.</p>	<ul style="list-style-type: none"> <li>• Become more confident to use the game Blast Off to write sentences to say where you live</li> <li>• Think-Pair-Share spider diagram allows pupils to work together to share ideas to complete the sentence 'Vivo'</li> <li>• More confident pupils write their own version of the Trapdoor activity which could include sentences from previous lessons</li> <li>• Pupils use Word Pod to practise writing, from memory, about what furniture they have in their house</li> </ul>	<ul style="list-style-type: none"> <li>• write more sentences from memory with increasing accuracy.</li> <li>• be 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>• Present tense endings for regular verbs 'vivor'</li> <li>• Nouns – in particular proper nouns – countries</li> <li>• Gender of nouns</li> <li>• Definite articles</li> <li>• Indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'Vivo' with confidence to say where they live</li> <li>• When writing, most pupils understand that countries have a capital letter</li> <li>• Pupils make connections with a fundamental point about gender by making a list of furniture and rooms using the correct definite and indefinite article and the correct</li> </ul>	<ul style="list-style-type: none"> <li>• be more aware that it is important to use the correct form of the definite and indefinite articles and the possessive adjective according to the gender of the noun.</li> <li>• have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</li> </ul>

<ul style="list-style-type: none"> <li>• Possessive pronouns 'mi' and 'mis'</li> </ul> <p>Be introduced to:</p> <ul style="list-style-type: none"> <li>• Question words 'Cómo and 'dónde' + verb + subject</li> <li>• Spanish punctuation</li> <li>• Prepositions 'sobre', 'en', 'delante de', 'debajo de', 'detrás de'</li> <li>• 'hay'</li> </ul>	<p>possessive article e.g. 'el salón/un salón/mi salón'</p> <ul style="list-style-type: none"> <li>• Using the list of furniture and rooms with the correct definite or indefinite article, pupils add a preposition and make a sentence to say where they do something</li> <li>• Pupils are introduced more formally to the inversion of the verb and the subject after the question words 'cómo' and 'dónde'</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes use the correct form of punctuation when writing in Spanish.</li> <li>• use 'hay' when giving a list</li> <li>• identify the correct preposition to describe where a ball ('el balón') is situated</li> </ul>
<p><b>Phonics</b></p> <p>Be introduced to the patterns, sounds and phonemes of language to help develop accurate pronunciation and intonation.</p> <p>Pronunciation is becoming more accurate and intonation is being developed.</p>	<ul style="list-style-type: none"> <li>• Explore the phonics pairs 'S/C' – working with a partner, pupils begin to apply their recalled knowledge of these sounds to pick out words from a list</li> <li>• Frequent recall of previously taught words and phrases supports pupils to apply their phonics knowledge</li> <li>• Pupils are presented regularly with opportunities to gain in confidence to have a go at pronouncing unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• pick out some familiar words that contain the phonics pairs 'S/C'.</li> <li>• pick out some familiar and a few more unfamiliar words that contain the phonics pairs 'L/Y', 'N/Ñ', 'E/U', 'I/AI', and 'O/AU'.</li> <li>• recall some of the mouth movements and instructions needed to make the sounds for the phonics pairs from this year.</li> <li>• pronounce words with increasing accuracy and have an awareness of appropriate tone and intonation.</li> </ul>
<p><b>Culture</b></p> <p>Respect and understand cultural diversity.</p> <p>Understand how objects and pictures can represent a country.</p>	<ul style="list-style-type: none"> <li>• Learn about Christmas food traditions in Spain</li> <li>• Understand how people live in different types of accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• recall some information about Christmas in Spain and about the types of food eaten at this time of year.</li> </ul>