

KS2 Programme of study Objectives (combined skills)



Over the year, children will progress in the four skills:

speaking (Sp), listening (L), reading(R) and writing (W) as well as being taught Spanish grammar and about Spanish culture.

KS2 Programme of Study objectives. Pupils should be taught to:	By end of year 3 Pupils:	By end of year 4 Pupils:	By end of year 5 Pupils:	By end of year 6 Pupils:
<p>1. Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. (L, Sp, R)</p> <p>L-listening Sp- speaking R- reading W- writing</p>	<p>Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly, e.g. Unit 1 lesson 2 – name and greetings.</p> <p>Can follow along and repeat key words from a song, rhyme or poem, e.g. Unit 3 lesson 6– ‘¿De qué color?’ song.</p>	<p>Can understand and respond to a range of familiar spoken words and short phrases, e.g. Unit 7 lesson 4 – weather terms.</p> <p>Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases, e.g. Unit 9 lesson 2 – Yenka song.</p>	<p>Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly, e.g. Unit 13 lesson 1 – packed lunch items.</p> <p>Can join in with familiar short songs, rhymes or poems, or parts of them, e.g. Unit 14 lesson 4 – ‘Yo soy músico’ song.</p>	<p>Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly, e.g. Unit 21 lesson 3 – customer/waiter dialogue.</p> <p>Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material, e.g. Unit 21 lesson 6 – actions for recipe action instructions.</p>
<p>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Can recall key phonics’ words (and gestures), and read them aloud with good pronunciation, e.g. Unit 2 lesson 7 – days of week.</p>	<p>Can recognise and match key sounds and words that rhyme, e.g. Unit 12 lesson 2 – Debajo de un botón song.</p>	<p>Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly, with understandable</p>	<p>Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated, e.g</p>

(L, R,W)			spelling, e.g. Unit 13 lesson 4 – power point writing activity.	Unit 19 lesson 4 – writing names of continents.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others (L, Sp)	Can ask and answer simple pre-learned questions from memory, e.g. Unit 1 lesson 6 –name and well-being role play. May be restricted to a couple of topics covered in class. May not understand the formation of questions and answers.	Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation, e.g. Unit 11 lesson 6 – animal question and answer dialogue with a partner. May still not understand how to form questions / answers independently.	Can ask and answer simple questions on the current topic, e.g. Unit 14 lesson 7 – role play. Can adapt models successfully to give own information, including simple questions, substituting individual words, e.g. Unit 15 lesson 7 – role play.	Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others, e.g. Unit 22 lesson 5 – interviewing a partner.
4. Seek clarification and help (Sp)	Can indicate that there is a problem using a pre-learned phrase, e.g. All units and lessons – No entiendo.	Can use simple pre-learned words and phrases for routine situations, e.g. No tengo lápiz.	Can use several short phrase and questions in predictable classroom interaction, e.g. ¿Puedo tomar agua, por favor? All units and lessons.	Can use a repertoire of classroom language with teacher and peers, e.g. A mí me toca.
5. Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences (Sp)	Can repeat and say familiar words and short simple phrases, using understandable pronunciation, e.g. Unit 6 lesson 3 – family members.	Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation, e.g. Unit 10 lesson 6 – pupils take on role of a sporting star and present themselves using a few 1st person singular verbs.	Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. e.g. Unit 17 lesson 1 – sentences linking seasons with types of weather.	Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation, e.g. Unit 22 lesson 2 – using adjectives in a sentence to describe opinions of sections in a newspaper.
6. Develop accurate pronunciation and	Can read aloud some very familiar words and short	Can match sound to print, by reading aloud familiar	Can read short phrases accurately that contain	Can read words and phrases from his/her oral

intonation so that others understand when they are reading aloud or using familiar words and phrases. (Sp, R)	phrases with accurate pronunciation, e.g. Unit 5 lesson 5 – nouns in ‘Sleeping Beauty’ story.	words and phrases, e.g. Unit 9 lesson 3 – pupils read aloud parts of text in Raúl story.	mostly familiar language, e.g. Unit 16 lesson 5 – reading lines from a poem.	vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge, e.g. Unit 20 lesson 1 – past tense (preterite) verb practice in power point and role play.
7. Read carefully and show understanding of words, phrases and simple writing (R)	Can understand familiar written words and short phrases, e.g. Unit 5 lesson 3 – word cards to support with sentence production.	Can read and understand a range of familiar written phrases, e.g. Unit 10 lesson 4 – healthy/unhealthy food and drink power point conversation.	Can understand familiar words and simple sentences, e.g. Unit 18 lesson 2 – linking days and planets.	Can understand a short text made up of short sentences with familiar languages on a familiar topic, e.g. Unit 19 lesson 8 – descriptions of rivers.
8. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. (R)	Can use the visual clues and context to follow the gist of a short text, e.g. Unit 5 lesson 6 – reading sentences in ‘Sleeping Beauty’ story.	Can identify the overall type of text from its layout, contextual clues and a few familiar words, e.g. Unit 12 lesson 5 – ‘El Viento y el Sol’ power point story.	Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning, e.g. Unit 18 lesson 5 – reading about the distance of planets from the sun.	Can spot new words, including new verb tenses, introduced into a short text made up of familiar material and use the surrounding words to guess their meaning, e.g. Unit 20 lesson 2 – understanding slide 4 of power point story.
9. Use a dictionary (R)	Can use a word list to locate specific words, e.g. Unit 6 lesson 4 – support sheet for pets’ writing task.	Can use a word list (or dictionary or online resource) to check the spelling of a word, e.g. Unit 12 lesson 1 – use of bi-lingual dictionary to look up clothes’ words.	Can use alphabetical order confidently. Can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one	Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words, e.g. Unit 20 lesson 3 – use

			entry for each word, e.g. All statements apply to Unit 17 lesson 3 – words in song about Spring.	of glossary that indicates word class.
10. Write words and phrases from memory (W)	Can write some single words from memory, with plausible spelling, e.g. Unit 2 lesson 4 – months’ crossword.	Can write simple words and several short phrases from memory with understandable spelling, e.g. Unit 12 lesson 4 – weather/temperature diary	Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling, e.g. Unit 15 lesson 4 – worksheet on directions.	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling, e.g. Unit 21 lesson 5 – writing a role play dialogue.
11. Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing (Sp, W)	Can, with support, substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour adjective or the noun, e.g. Unit 4 lesson 5 – changing colours in a body part description.	Can substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour adjective or the noun, e.g. Unit 10 lesson 5 – sport diary.	Can change a range of single elements in sentences to create new sentences, e.g. change the noun or adjective or verb or qualifier, e.g. Unit 16 lesson 6 – adapting a poem.	Can write sentences on a few topics using a model, e.g. a writing frame, e.g. Unit 19 lesson 8 – writing a description of a river based on a model.
12. Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative),	Can use the indefinite articles within the singular masculine and feminine nouns, e.g. Unit 6 lesson 4 – pets. Can recognise definite articles, e.g. Unit 5 lesson 4 – nouns in story. Can form regular plural nouns, e.g. Unit 6 lesson 2 – sibling words.	Can use indefinite articles in singular and plural and definite articles in singular and plural, e.g. Unit 12 lesson 2 – clothes (indefinite articles singular and plural), Unit 9 lesson 3 – glossary (definite articles in singular and plural).	Can use the definite article with verbs of like/dislike, e.g. Unit 13 lesson 1 – food likes. Can correctly omit the definite article e.g. when talking about what you eat or drink, e.g. Unit 13 lesson 4 – re what you ate/drank. Can recognise the use of the definite article with	Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences, e.g. Unit 22 lesson 5 – interview with a partner. Can use gender and definite articles (singular and plural), showing knowledge of the patterns

<p>connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. (Sp, W)</p>	<p>Can identify adjective and noun position, e.g. Unit 4 lesson 2 – colour of different body parts. Can use some singular and plural masculine/feminine adjectives correctly, e.g. Unit 4 lesson 5 – changing singular and plural adjectives in a body part description. Can use high-frequency verb forms such as I have, it is, I live, e.g. Unit 6 lesson 2, Unit 2 lesson 6, Unit 4 lesson 3 (siblings, date, town of abode). Can use the connectives ‘and’ and ‘but’, e.g. Unit 5 lesson 2 – talking about likes/dislikes.</p>	<p>Can use a variety of plural nouns, including some irregular ones, e.g. Unit 9 lesson 4 – glossary. Can use adjectives (agreement and position) with more confidence, e.g. Unit 11 lesson 2 – description of animals. Can create greater variety of sentences using the key verb forms from Y3, e.g. Unit 10 lesson – healthy lifestyle poster. Can use está (3rd person singular of estar), e.g. Unit 12 lesson 1 – location of Spanish towns. Can use prepositions of place such as ‘en’, ‘sobre’, ‘debajo’, e.g. Unit 9 lesson 2 – location of objects.</p>	<p>abstract nouns, e.g. el invierno, e.g. Unit 17 lesson 1 – introduction to the seasons. Can use the 3rd person singular and plural of several regular verbs in the present tense, e.g. Unit 16 lesson 3 – describing what people and things are doing. Can correctly match simple adjectives and nouns, e.g. Unit 16 lesson 2 – nouns and colours. Can use the days of the week in sentence formation, e.g. Unit 13 lesson 5 – ‘La oruga muy hambrienta’ story.</p>	<p>learnt, but still frequent errors and omissions in independent use, e.g. Unit 20 lesson 4 – text from slide 6 onwards in power point of story. Can agree adjectives for number and gender after ‘because/it is/they are’, but still makes errors, e.g. Unit 22 lesson 4 – saying their favourite newspaper section and giving reason with because + adjective. Can use the verbs ‘to be’ in several different contexts, still with some errors, e.g. Unit 19 lesson 7 – differentiation between ‘estar’ and ‘ser’ verbs re description of continents and location of rivers. Can use subordinating connective ‘because’, e.g. Unit 22 lesson 4 – saying their favourite newspaper section and</p>
--	---	--	--	---

				<p>giving reason with 'because' + adjective.</p> <p>Can demonstrate a basic repertoire of words and phrases related to people, places, things and simple actions, e.g. Unit 22 lesson 5 – interviewing a partner.</p>
--	--	--	--	---