



Skills Ladder - Languages / Spanish

	Swift Year 3/4	Eagle Year 5/6
Listening and Speaking/Oracy	Repeat modelled words	Listen and show understanding of simple sentences containing familiar words through actions;
	Listen and show understanding of single words through physical response;	
	Repeat modelled short phrases;	Listen and understand the main points from short, spoken material in Spanish.
	Listen and show understanding of short phrases through physical response.	Listen and understand the main points and some detail from short, spoken material in Spanish.
	Recognise a familiar question and respond with a simple rehearsed response;	Say a longer sentence using familiar language
	Ask and answer a simple and familiar question with a response;	Use familiar vocabulary to say several longer sentences using a language scaffold;
	Express simple opinions such as likes, dislikes and preferences;	Refer to everyday activities and interests, recent experiences and future plans;
	Ask and answer at least two simple and familiar questions with a response.	Vary language and produce extended responses.
	Name objects and actions and may link words with a simple connective;	Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
	Use familiar vocabulary to say a short sentence using a language scaffold;	Appreciate the impact of accents and contractions on sound and apply increasingly confidently when pronouncing words;
	Speak about everyday activities and interests;	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
	Refer to recent experiences or future plans.	Adapt intonation, for example to mark questions and exclamations.
	Identify individual sounds in words and pronounce accurately when modelled;	Manipulate familiar language to present ideas and information in simple sentences;
	Start to recognise the sound of some letter strings in familiar words and pronounce when modelled;	Present a range of ideas and information, using prompts, to a partner or a small group of people;
	Adapt intonation to ask questions or give instructions;	
	Show awareness of accents; begin to pronounce words accordingly.	
	Name nouns and present a simple rehearsed statement to a partner;	
	Present simple rehearsed statements about themselves, objects and people to a partner;	Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
	Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.	Present a range of ideas and information, without prompts, to a partner or a group of people.
	Say simple familiar words to describe people, places, things and actions using a model;	Use a wider range of descriptive language in their descriptions of people, places, things and actions.
Say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;		
Say one or two short sentences that may contain an adjective to describe people, places, things and actions.		
Read and show understanding of familiar single words	Read and show understanding of simple sentences containing familiar and some unfamiliar language;	
Read and show understanding of simple phrases and sentences containing familiar words	Read and understand the main points from short, written material;	
Use strategies for memorisation of vocabulary	Read and understand the main points and some detail from short, written material.	
Make links with English or known language to work out the meaning of new words;	Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);	
Use context to predict the meaning of new words;	Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.	
Begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English.	Use a bilingual dictionary to identify the word class;	
Identify individual sounds in words and pronounce accurately when modelled.	Appreciate the impact of accents and contractions on sound and apply increasingly confidently when pronouncing words;	
Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.	Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;	

Reading and Writing/Literacy	Adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation;	Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
	Show awareness of accents; begin to pronounce words accordingly.	Adapt intonation, for example to mark questions and exclamations in a short, written passage.
	Write single familiar words from memory with understandable accuracy;	Write a simple sentence from memory using familiar language;
	Write familiar short phrases from memory with understandable accuracy;	Write several sentences from memory with familiar language with understandable accuracy;
	Replace familiar vocabulary in short phrases written from memory to create new short phrases.	Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	Copy simple familiar words to describe people, places, things and actions using a model;	Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
	Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;	Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
	Write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	Use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	Listen and identify specific words in songs and rhymes and demonstrate understanding;	Listen and identify rhyming words and specific sounds in songs and rhymes;
	Listen and identify specific phrases in songs and rhymes and demonstrate understanding.	Follow the text of familiar songs and rhymes, identifying the meaning of words;
	Join in with actions to accompany familiar songs, stories and rhymes;	Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
	Join in with words of a song or storytelling.	Follow the text of a familiar song or story; Follow the text of a familiar song or story and sing or read aloud; Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English;	Identify word classes;
	name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;	Demonstrate understanding of gender and number of nouns and use appropriate determiners;
	use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English;	Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
	use the present tense of some high frequency verbs in the third person singular;	Name and use a range of conjunctions to create compound sentences;
	use a simple negative form;	Use some adverbs;
	show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;	Use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement;
	recognise and use the first person possessive determiners (mi, mis);	Use the verb 'estar' to locate places, things or people;
	recognise a high frequency verb in the past tense or in the simple future tense and use as a set phrase;	Recognise and use the simple future tense of a high frequency verb; compare with English;
	conjugate a high frequency verb (ir - to go) in the present tense; show awareness of subject-verb agreement;	Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
	use simple prepositions in their sentences;	Recognise and use the first and third person singular possessive determiners (mi, mis, su, sus);
	use the verb 'ser' in the present tense in the third person singular and plural;	Recognise and use a range of prepositions;
	use the present tense of the verb 'estar' in a set phrase to introduce singular and plural nouns;	Use the third person plural of a few high frequency verbs in the present tense;
	use the present tense of the verb 'gustar' in the first person singular with singular and plural nouns.	Conjugate a high frequency verb in the present tense;
		Recognise and use a high frequency verb in the past tense; compare with English;
Follow a pattern to conjugate a regular verb in the present tense; Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.		