



Spanish Curriculum skills and knowledge overview

Level Expected at the End of KS2

Deep Dive into Spanish: Whole-School Progression Map has been written to support practitioners who have chosen to adopt the PlanIt scheme in part or in full. The curriculum progression maps for Languages comprehensively show the progression of skills and knowledge from year 3 to year 6.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;

- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Grammar LKS2

KS2 Languages National Curriculum

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

A show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;

B 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;

- C** use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English;
- D** use the present tense of some high frequency verbs in the third person singular;
- E** use a simple negative form;
- F** show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- G** recognise and use the first-person possessive determiners (mi, mis);
- H** recognise a high frequency verb in the past tense or in the simple future tense and use as a set phrase;
- I** conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement;
- J** use simple prepositions in their sentences;
- K** use the verb 'ser' in the present tense in the third person singular and plural;
- L** use the present tense of the verb 'estar' in a set phrase to introduce singular and plural nouns;
- M** use the present tense of the verb 'gustar' in the first person singular with singular and plural nouns.

Grammar UKS2

KS2 Languages National Curriculum

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- A** identify word classes;
- B** demonstrate understanding of gender and number of nouns and use appropriate determiners;
- C** explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- D** name and use a range of conjunctions to create compound sentences;
- E** use some adverbs;
- F** use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement;
- G** use the verb 'estar' to locate places, things or people;
- H** recognise and use the simple future tense of a high frequency verb; compare with English;
- I** recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- J** recognise and use the first and third person singular possessive determiners (mi, mis, su, sus);
- K** recognise and use a range of prepositions;
- L** use the third person plural of a few high frequency verbs in the present tense;
- M** conjugate a high frequency verb in the present tense;
- N** recognise and use a high frequency verb in the perfect tense; compare with English;
- O** follow a pattern to conjugate a regular verb in the present tense;

P choose the correct tense of a verb (present/perfect/imperfect/future) according to context.