Leamington Federation
Sydenham Primary School and Lighthorne Heath Primary School
Languages Progression of skills
Subject Leader: Lisa Cox

Programme of study	By the end of lower KS2, pupils should be able to:	By the end of upper KS2, pupils should be able to:
Pupils should be taught to:		
listen attentively to spoken language and show understanding by joining in and responding.	repeat words modelled by the teacher or on the audio enhanced e-storybooks and/or the audio CD; listen and show understanding of words and short sentences/phrases	listen and show understanding of more complex sentences containing familiar words and be able to work out the meaning of unfamiliar words shown in context
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	This Programme of Study can be covered by using resources on the internet, or published songbooks such as *Vamos a Cantar* and *Me Gusta Cantar*, published by Brilliant Publications.	This Programme of Study can be covered by using resources on the internet, or published songbooks such as *Vamos a Cantar* and *Me Gusta Cantar*, published by Brilliant Publications.
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	ask and answer simple questions regarding: their name, how old they are, how they are feeling, what animals they have, likes and dislikes, when their birthday is	engage in conversations, using familiar questions and answers; express opinions using *gustar, odiar and encantar* and ask others' opinions. Use *¿puedo?* to ask for help.
speak in sentences, using familiar vocabulary, phrases and basic language structures	use familiar language to create their own sentences, modelled on those in the storybooks	manipulate language to create and say own sentences using familiar language
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	pronounce familiar words and phrases correctly, paying particular attention to sounds that are pronounced differently in Spanish to English	pronounce familiar words and phrases correctly. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter sounds and accents
present ideas and information to a range of audiences	make simple statements about themselves, objects and other people	present to others own ideas and information on familiar topics, using sentences with *porque* to give a reason why
read carefully to show understanding of words, phrases and simple writing	demonstrate understanding of words and phrases through role plays and by acting out mini-scripts, based on the storybooks	read and show understanding of the 14 storybooks and other short passages of text using familiar language
appreciate stories, songs, poems and rhymes in the language	read and appreciate the stories in the 14 storybooks	follow the text of the 14 storybooks and read aloud; read and understand the gist of an unfamiliar text using familiar language
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	use context (illustrations/cognates/sentence structure) to predict the meaning of new words	build vocabulary as pupils progress through the storybooks; learn to gain the gist of texts and use a bilingual dictionary to find the meaning of words in written material and understand their meaning in context
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	write simple phrases from memory with understandable accuracy	write familiar complex sentences from memory, changing words to create new sentences with understandable accuracy

Programme of study	By the end of lower KS2, pupils should be able to:	By the end of upper KS2, pupils should be able to:
describe people, places and things and actions orally and in writing	using the language in the storybooks as a scaffold, write and say simple phrases describing people, places and things	write and say a complex sentence, manipulating familiar language to describe people, places, things and actions (using a bi-lingual dictionary when necessary)
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.	know the 1st, 2nd and 3rd person singular pronouns; know that it is not always necessary to use a personal pronoun in Spanish; know the masculine and feminine indefinite articles and use correctly; know the masculine and feminine definite articles and use correctly; know that most adjectives appear after the noun; understand that adjectives must agree with the noun they describe; know how to make the plural form of nouns (and that some plurals are irregular); use the correct form of *ser*, *estar*, *tener* and some regular verbs in the present tense with 1st, 2nd and 3rd person pronouns; use both singular and plural possessive pronouns; construct simple sentences; know that apostrophes are not used to show possession; know when inverted question marks and exclamation marks are used.	demonstrate the use, in sentences, of the knowledge of grammar already learned: word classes, gender of nouns, indefinite article, plural of nouns, 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense (including *tener*, *ser*, *ir*, *hacer* and *poder*); the position and agreement of adjectives; negatives; the definite article; possessive pronouns (*mi*, *mis*, *tu*, *tus*, *su*, *sus*); immediate future tense and the construction of simple and complex sentences. Understand that most verbs are regular, but some are irregular. Notice and understand the differences from and similarities to English.