

Spanish Assessment Document				
<p><b>Essential Opportunities</b></p> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>-listen attentively to spoken language and show understanding by joining in and responding</li> <li>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>-engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>-speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>-develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>-present ideas and information orally to a range of audiences</li> <li>-read carefully and show understanding of words, phrases and simple writing</li> <li>-appreciate stories, songs, poems and rhymes in the language</li> <li>-broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>-write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>-describe people, places, things and actions orally* and in writing</li> <li>-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</li> </ul>				
Essential Learning Objectives		End of Year 4	End of Year 5	End of Year 6
C o r e  S k i l l s	Speaking	Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.	Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.	Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc. Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.
	Listening	Pupils learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.	Pupils are taught to appreciate familiar stories and songs in Spanish. They are expected to understand much more of what they hear.	Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set.
	Reading	Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.	Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in Spanish. Pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks, pupils will develop and progress their foreign language reading ability and skills.	Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary.
	Writing	Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.	Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language.	Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from previous topics. Pupils also learn how to write positive and negative statements.
	Grammar	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also

		agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u> : 'In my pencil case I have...' or 'In my pencil case I do not have...'	partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <u>EG</u> : 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour <u>EG</u> : 'My blue coat'.	which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <u>EG</u> : 'to go', 'to do', 'to have' and 'to be'
	Working Towards Expected			
	Working at Expected			