

## RPS Progression of Knowledge and Skills

### **Progression of Knowledge in the Languages Curriculum**

**These key concepts and vocabulary overarch our Languages curriculum. They are what we want our children to know by the end of Year 6. These concepts will be revisited every year in Languages topics and in other areas of the curriculum where appropriate.**

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

### **Key Vocabulary**

See vocabulary banks for each topic per half term for each year group.

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Year 3	Year 4	Year 5	Year 6
<p><b>Listening</b> Repeat words and phrases modelled by teacher. Show an understanding by responding to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p><b>Speaking</b> Learn specific vocabulary relevant to the specific topic. Develop accuracy in pronunciation by listening to and repeating recordings of authentic Spanish speakers. Explore patterns and sounds of the Spanish language to help with pronunciation and intonation. Begin to recognise a familiar question and respond with a simple rehearsed response practised in lessons.</p> <p><b>Reading</b> Recognise and understand some written vocabulary/ single words. Begin to recognise written phrases. Begin to show awareness of spelling links to sounds they know in words that are read.</p> <p><b>Writing</b> Children to write some familiar words using a model for support. Children to begin writing some</p>	<p><b>Listening</b> Listen attentively to spoken language and show understanding by joining in and responding. Pick out known words when listening to an authentic conversation. Children can understand and respond to a range of familiar spoken words and short phrases.</p> <p><b>Speaking</b> Use common phrases and develop accuracy when pronouncing these phrases by listening to and repeating recordings of authentic speakers. Children can and perform short role plays on one topic, with several exchanges and accurate pronunciation. Children can engage in short pre-prepared phrases on a familiar topic, with accurate pronunciation.</p> <p><b>Reading</b> Recognise simple written phrases and understand a range of familiar written phrases. Explore the patterns and sounds of language and like the spelling, sound and meaning of words.</p> <p><b>Writing</b> Children can write simple words and several short phrases from memory</p>	<p><b>Listening</b> Begin to show understanding of more complex sentences and phrases in authentic conversation, picking out specific vocabulary the children can understand. Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p><b>Speaking</b> Children can ask and answer questions on the current topic being learned. Children can perform short phrases independently (without written prompts) within a familiar topic, with accurate pronunciation.</p> <p><b>Reading</b> Read and show an understanding of more complex written phrases. Read and show an understanding of a piece of writing based on the current topic. Read short passages and answer basic questions on what they have read.</p> <p><b>Writing</b> Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p>	<p><b>Listening</b> Listen to and show an understanding of more complex sentences in authentic conversation, picking out specific vocabulary. Children can understand a short passage made up of familiar words and basic phrases.</p> <p><b>Speaking</b> Engage in short, scripted conversations. Begin to speak in longer sentences, learning to use sentence structures more flexibly. Children can ask and answer simple questions on a few very familiar topics.</p> <p><b>Reading</b> Practice reading longer texts aloud, containing taught phrases and vocabulary. Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p> <p><b>Writing</b> Children can adapt learned phrases to create new sentences. Children can compose a short, simple piece of writing from memory, using simple sentences</p>

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	<p>single words from memory, with increasing spelling accuracy.</p> <p><b>Grammar</b> Children to understand some basic grammar appropriate to Spanish.</p> <p>Children can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Children use understandable spelling.</p> <p><b>Grammar</b> Can use indefinite and definite articles with singular and plural nouns using the correct gender. Using the correct article for the noun.</p>	<p>Children can write words, phrases and short simple sentences from their bank of knowledge from memory with understandable spelling.</p> <p><b>Grammar</b> Can use all types of regular verbs in the present tense (with support of a writing frame). Conjugating irregular verbs.</p>	<p>from one familiar topic with reasonable spelling.</p> <p><b>Grammar</b> Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. Be able to explain the rules of adjectival agreement clearly in the Spanish language. Conjugating irregular and regular verbs.</p>