

HIAS MOODLE OPEN RESOURCE

# KS2 Spanish Age Related Expectations

## End of Year 6

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	<b>End of Year 6</b>
Phonics and SSCs	<p>Aware that Spanish letters/letter combinations make different sounds to English words.  Able to recognise and produce 22 of the most common sound symbol correspondences (SSCs) with a high degree of accuracy. Some will adapt this knowledge to unfamiliar language.</p> <ul style="list-style-type: none"> <li>- a                            e.g. <i>hola cansado</i></li> <li>- o                            e.g. <i>uno</i></li> <li>- e                            e.g. <i>doce me triste</i></li> <li>- i                            e.g. <i>cinco</i></li> <li>- u                            e.g. <i>uno</i></li> <li>- ll                            e.g. <i>me llamo</i></li> <li>- ñ                            e.g. <i>años</i></li> <li>- ch                           e.g. <i>escuchar</i></li> <li>- ca                           e.g. <i>cansado</i></li> <li>- co                           e.g. <i>comer</i></li> <li>- cu                           e.g. <i>cuando</i></li> <li>- z                            e.g. <i>diez</i></li> <li>- ce                           e.g. <i>centro</i></li> <li>- que                        e.g. <i>porque</i></li> <li>- rr                           e.g. <i>perro</i></li> <li>- j                            e.g. <i>juego</i></li> <li>- gu                          e.g. <i>guitarra</i></li> <li>- ci                           e.g. <i>ciclismo</i></li> <li>- gu                          e.g. <i>me gusta</i></li> <li>- gue                        e.g. <i>hamburguesa</i></li> <li>- v                           e.g. <i>vale</i></li> <li>- h                           e.g. <i>hago hacer</i></li> </ul>
Gender and Plurals	<p>Aware that all nouns are grouped into either masculine or feminine.  Understand the difference between masculine and feminine articles (<i>un/una &amp; el/la/los/las</i>) and use them appropriately with familiar language.  e.g. <i>Tengo un gato    Tengo <b>una</b> tortuga    Me gusta <b>el</b> fútbol    Me encanta <b>la</b> natación</i>  Use simple pluralisation by adding an 's' onto nouns. e.g. <i>Tengo dos gatos</i>  Understand and can use basic adjectival agreement (changing o to a) when describing feminine nouns.  e.g. <i>Es alto    Es est <b>alta</b></i>  Can recognise and apply when adjectival agreement is not necessary  e.g. <i>grande interesante</i></p>

Numbers	<p>Know numbers 1-31 off by heart.</p> <p>Pronounce numbers 1-31 with a high degree of accuracy.</p> <p>Use numbers 1-31 accurately in a variety of contexts. (age, birthdays, pets, siblings)</p>
Target Language Use	<p>Understands commands in the target language. e.g. <i>Escuchar Escribir Hablar</i></p> <p>Uses simple target language expressions to make requests. e.g. <i>Puedo ir al baño ?</i></p> <p>Take part in structured dialogues using familiar language and pronounces these with a high degree of accuracy.</p> <p>Able to listen to others' responses and record information.</p> <p>Write simple sentences using support material with some students able to produce sentences unaided.</p> <p>Use high frequency connectives to link ideas together in short sequences of writing and speaking.</p> <p>Give opinions of nouns in the first person. e.g. <i>Me gusta el tenis</i></p> <p>Some students able to give reasons to justify their opinions. e.g. <i>Me gusta el tenis porque es sano.</i></p> <p>Use the conditional tense in the first person to express wants and wishes. Able to use this to order and ask for items when out shopping or at a café, in addition to asking how much something costs e.g. <i>Me gustaría un coca-cola</i></p> <p>Use the present tense to talk about habitual actions in the present tense e.g. <i>Como, Estudio, Voy</i></p> <p>Can ask for and give directions using the verb 'ir'</p>
Understanding and decoding	<p>Aware of cognates and how to spot them.</p> <p>Read and listen to longer passages of texts using more unfamiliar language to complete comprehension activities.</p> <p>Use the skills they have learnt to decode meaning of unfamiliar words and gist from longer written and spoken passages containing mostly familiar language.</p>
Verbs and key structures	<p>Use high frequency verbs in the first person both in speaking and structured writing. e.g. <i>Me llamo Tengo Soy Estoy Me gusta No me gusta Odio Me gustaría</i></p> <p>Use high frequency verbs in the 3<sup>rd</sup> person to describe others or other nouns. e.g. <i>se llama tiene es le gusta</i></p> <p>Confidently use the conditional tense in the first person to express wants and wishes from memory. Able to use this to order and ask for items when out shopping or at a café. e.g. <i>Me gustaría un bocadillo</i></p> <p>Use verbs in the 2<sup>nd</sup> person to formulate questions to elicit opinions and wants from others from memory. e.g. <i>Te gustaría un bocadillo? Te gusta el fútbol ?</i></p>

	<p>Use the present tense to talk about habitual actions in the present tense in the first person and understand how it is formed.  <i>e.g. Como, Estudio, Voy</i></p> <p>Understand the concept of verb endings and how they need to be changed in the present tense to talk about others.  Some students will be able to apply this knowledge to write and talk in the 1<sup>st</sup> person plural and 3<sup>rd</sup> person singular.</p>
Using high frequency language	<p>Understand and confidently uses the high-frequency language suggested within the scheme of learning, using support materials if required. <i>E.g. days of the week, members of the family, months, pets, food items, sports</i></p> <p>Complete short dialogues both in speaking and writing using high frequency vocabulary relevant to the scheme of learning.</p> <p>Use high frequency adjectives to justify reasons for opinions.</p> <p>Use a range of conjunctions to develop sentences: <i>y, pero, donde, porque, visto que</i></p> <p>Routinely give a range of opinions with a variety of justifications.</p> <p>Use a small range of prepositions to express where something is located.</p>
Cultural Awareness	<p>Understanding more about common customs and traditions in relation to the focus of the scheme of work. <i>e.g. most frequently played sports in Spain, popular Spanish foods, differences in eating habits in Spain vs. England.</i></p> <p>Challenge stereotypes about the country's people and language.</p> <p>Enjoy and understand some poems, stories and songs in the foreign language.</p> <p>Able to identify the main differences between the foreign language and their own.</p> <p>Able to talk about some festivals, customs and traditions which are specific to the country they are studying.</p>

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