

SPANISH Curriculum Map 2019-2020

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish	<p>Listening Understand simple classroom command.</p> <p>Speaking Answer with a single word.</p>	<p>Listening Understand short statement.</p> <p>Writing Copy a single word correctly.</p>	<p>Reading Read a single word.</p> <p>Writing Label items.</p>	<p>Listening Understand simple question.</p> <p>Speaking Answer with a short phrase.</p>	<p>Reading Understand a single word.</p> <p>Writing Choose the right words to complete a phrase.</p>	<p>Listening Understand clearly spoken speech.</p> <p>Writing Choose the right words to complete a short sentence.</p>
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish	<p>Listening Understand a range of familiar statements.</p> <p>Speaking Give short and simple responses to what they see and hear.</p> <p>Reading Read short phrases.</p>	<p>Speaking Name and describe people.</p> <p>Reading Understand short phrases.</p>	<p>Speaking Name and describe places.</p> <p>Reading Read aloud single words and phrases.</p> <p>Writing Copy a short familiar phrase.</p>	<p>Listening Understand a range of familiar questions.</p> <p>Speaking Name and describe objects.</p>	<p>Speaking Use set phrases.</p> <p>Reading Use books to find the meaning of new words.</p>	<p>Reading Use glossaries to find the meaning of new words.</p> <p>Writing Write or word-process set phrases we use in class.</p>
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish	<p>Listening Understand short passages made up of familiar language.</p> <p>Speaking Have a short conversation where they are saying two or three things.</p> <p>Reading Read short texts using familiar language.</p>	<p>Listening Understand instructions, messages and dialogues within short passages.</p> <p>Reading Understand short texts using familiar language.</p>	<p>Reading Identify the main points and give personal response.</p> <p>Speaking Use short phrases to give a personal response. (Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements)</p>	<p>Listening Identify the main points and give a personal response on a passage. (Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Writing Write two or three short sentences on a familiar topic.</p>	<p>Listening Note the main points and give a personal response on a passage. (Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Reading Note the main points and give personal response.</p>	<p>Reading Use a bilingual dictionary or glossary to look up new words.</p> <p>Writing Say what they like and dislike about a familiar topic. (They write short phrases from memory and their spelling is easily understandable)</p>

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish	<p>Listening Understand passages made up of familiar or no familiar language.</p> <p>Speaking Have a short conversation where they are saying five or six things.</p>	<p>Listening Understand instructions, messages and dialogues within short passages with complex vocabulary.</p> <p>Reading Read long texts using familiar language.</p>	<p>Reading Identify the main points and give personal response adding own opinion.</p> <p>Speaking Use long phrases to give a personal response.</p> <p>(Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements)</p>	<p>Listening Identify the main points and give a personal response on a passage adding own opinion.</p> <p>(Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Reading Understand long texts using familiar language.</p>	<p>Listening Give a personal response on a passage adding own opinion or possible changes.</p> <p>(Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Reading Note the main points and give personal response adding own opinion or possible changes..</p> <p>Writing Write five or six short sentences on a familiar topic.</p>	<p>Reading Use a bilingual dictionary or glossary to look up new words.</p> <p>Writing Say what they like and dislike about a familiar topic.</p> <p>(They write short phrases from memory and their spelling is easily understandable)</p>
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish	<p>Listening Understand longer passages made up of familiar language in simple sentences.</p> <p>Speaking Hold a simple conversation with at least three or four exchanges.</p> <p>Reading Understand a short story or factual text and note some of the main points.</p>	<p>Listening Understand instructions, messages and dialogues within long passages.</p> <p>Writing Write a paragraph of about three or four simple sentences.</p>	<p>Listening Identify the main points and some details.</p> <p>(Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Speaking Use their knowledge of grammar to adapt single words and phrases.</p> <p>Writing Adapt individual words and set phrases.</p>	<p>Speaking Use their knowledge of grammar to substitute single words and phrases.</p> <p>(Their pronunciation is generally accurate and they show some consistency in their intonation)</p> <p>Reading Use context to work out unfamiliar words.</p> <p>Writing Substitute individual words and set phrases.</p>	<p>Listening Note the main points and some details.</p> <p>(Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Reading Note the main points and give personal response.</p>	<p>Reading Use a bilingual dictionary or glossary to look up new words.</p> <p>Writing Use a dictionary or glossary to check words they have learnt.</p> <p>(They will draw largely on memorised language)</p>

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish	<p>Listening Understand longer passages made up of familiar language in complex sentences.</p> <p>Speaking Hold an intermediate level conversation with at least six or seven exchanges.</p> <p>Reading Understand a long story or factual text and note some of the main points.</p>	<p>Listening Understand instructions, messages and dialogues within long passages identifying the characters.</p> <p>Writing Write a long paragraph of using at least six simple sentences.</p>	<p>Listening Identify the main points and the relevant details. (Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Speaking Use their knowledge of grammar to adapt single and complex words and phrases.</p> <p>Writing Adapt individual words and set phrases. Use at least six or seven words including verbs and adjectives.</p>	<p>Speaking Use their knowledge of grammar to substitute complex words and phrases. (Their pronunciation is generally accurate and they show some consistency in their intonation)</p> <p>Reading Use context to work out unfamiliar words and reread them to build it up.</p> <p>Writing Substitute individual words and set phrases. Use at least six or seven words including verbs and adjectives.</p>	<p>Listening Note the main points and the relevant details. (Spoken at near normal speed with no interference. May need short sections repeated)</p> <p>Reading Note the main points and give personal response adding own opinion and possible changes.</p>	<p>Reading Use a bilingual dictionary to look up new words in both ways. From Spanish to English and English to Spanish.</p> <p>Writing Use a dictionary to check words they have learnt. Make your own glossary. (They will draw largely on memorised language)</p>