



<ul style="list-style-type: none"> ➤ Use phonemic awareness to identify written words as they are read out loud by someone else. ➤ Use phonemic awareness to start to read aloud independently. ➤ Start to develop accurate pronunciation and intonation whilst reading aloud. ➤ Explore the patterns and sounds of language through songs, rhymes and stories and start to link spellings, sounds and meanings of words. ➤ Read and select words from lists, identifying the English meaning. ➤ Start to read more carefully for meaning, showing understanding of words and simple phrases. ➤ Broaden vocabulary and start to develop the ability to understand new words that are introduced into familiar written materials, using reading techniques such as reading around words. ➤ Begin to use a glossary or bilingual dictionary; initially with support and then with increased independence. 	<ul style="list-style-type: none"> ➤ Use phonemic awareness to start to read aloud independently with increasing accuracy and fluency. ➤ Develop increasingly accurate pronunciation and intonation so that they are easily understood by others whilst reading aloud. ➤ Show increasing understanding and appreciation of language through songs, rhymes and stories, linking spellings, sounds and meanings of word and phrases with increased confidence. ➤ Read carefully for meaning and show understanding of phrases and shorter texts from a variety of different realia. ➤ Identify the main points and some details of shorter texts. ➤ Use grammatical knowledge to support understanding when reading. ➤ Broaden vocabulary and deepen the ability to understand new words that introduced into familiar and unfamiliar written materials, using reading techniques and a bilingual dictionary.
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Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Share reading of Spanish stories, rhymes and songs, supported by the teacher. Join in with repeated words and phrases. - Start to develop phonemic understanding of Spanish, beginning with individual letters (vowels and common exceptions - g, h, j, ñ, r, rr, v, z) and progressing through common di- and tri-graphs (ay, ey, oy, uy, au, ie, io, eu, ch, ca, co, cu, ce, ci, za, zo, zu, ga, gue, gui, go, güe, güi) as they appear in topic work - Start to read words and simple sentences aloud using key grapheme-phoneme knowledge and rhyming words. - Identify the correct word from vocabulary topic lists to substitute into gapped sentences. - Start to read for meaning using key words and cognates to support. - Start to use a topic glossary or a bilingual dictionary with support. 	<ul style="list-style-type: none"> - Share reading of Spanish stories, rhymes and songs by starting to read aloud with a partner. - Continue to develop and deepen understanding of phonemic awareness as new graphemes appear in topic work. - Start to use grammatical knowledge to support understanding whilst reading. - Begin to read some previously unseen words, using phonemic awareness to sound out accurately. - Begin to spot sight cognates and "false friends". - Match phrases and sentences to pictures or themes. - Start to sequence segments of a written text, working with a partner.* - Start to use a bilingual dictionary more independently to find the meaning of unknown words. <p>*Linked to MTPs.</p>	<ul style="list-style-type: none"> - Continue to develop and deepen understanding of phonemic awareness to read aloud with increasing confidence and fluency. - Sequence segments of written text with increasing confidence.* - Show understanding of the main points of a written text containing cognates and familiar language.* - Begin to understand the key points of a written text well enough to answer true/false questions.* - Begin to find specific information in a text, using translation skills.* - Start to find errors in own and peer writing, applying phonemic and grammatical knowledge to do so (self and peer assessment). - Begin to use a bilingual dictionary to identify noun genders and appropriate adjectival endings to select appropriate words to use in own writing. <p>*Linked to MTPs.</p>	<ul style="list-style-type: none"> - Apply grammatical knowledge to answer questions in English and Spanish about a written text.* - Answer some written questions posed in Spanish (based on KQ's studied throughout school), using self-differentiated answers. - Start to identify the tense of a written sentence using indicators like time phrases and verb endings (predicate patterns). - Start to identify text types from their structure and syntax. - Use a bilingual dictionary with more confidence - to enhance own writing and support peer assessment. <p>*Linked to MTPs.</p>

Rise Park Primary and Nursery Languages Skills Progression: Reading

