



## KS2

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

