



Spanish Progression Map

	LKS2 (Year 3 and 4)	UKS2 (Year 5 and 6)
Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum</p> <p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ol style="list-style-type: none"> repeat modelled words; listen and show understanding of single words through physical response; repeat modelled short phrases; listen and show understanding of short phrases through physical response. <p>→ Respond confidently to greetings, register, classroom instructions, phonics.</p> <p>→ Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity.</p> <p>→ Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations.</p> <p>→ Play Hide and Seek in Spanish.</p>	<p>KS2 Languages National Curriculum</p> <p>Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ol style="list-style-type: none"> listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in Spanish; listen and understand the main points and some detail from short, spoken material in Spanish. <p>→ Understand and respond to a specific range of classroom instructions.</p> <p>→ Understand essential likes/ dislikes relating to food and sports.</p> <p>→ Understand and respond to movement instructions.</p> <p>→ Understand a range of spoken opinions heard in sentences and short texts.</p> <p>→ Respond to spoken language by ordering cards, identifying positive/ negative opinions and by picking out details from short texts.</p>
	<p>KS2 Languages National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum</p> <p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ol style="list-style-type: none"> engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts.

- Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal).
- ¿Qué es? (What is it?) Es un/ una... (It is a....)
- ¿Cómo te llamas? (What do you call yourself?) Me llamo.... (I call myself)
- ¿Cómo estás? (How are you?)
- ¿Cuántos años tienes? (How old are you?)
- ¿Qué tienes en tu estuche? (What do you have in your pencil case?)
- ¿Tienes un/ una....? (Do you have a...?)
- ¿Qué diferencia hay? (What difference is there?)
- ¿Es (una rana o un pez)? (Is it (a frog or a fish)?)
- ¿Cuál de los animales es? (Which of the animals is it?)
- ¿Cuál es tu animal favorito? (Which is your favourite animal?)
- ¿Qué son? (What are they?)
- ¿Qué ves? (What do you see?)
- Ask/ answer questions about birthdays, ages, dates, times, simple maths.
- Ask ¿Cómo se dice....en español?
- ¿De qué color es...? (What colour is....?)
- ¿Cuántos.....hay? (How many...are there?)
- ¿Qué día es (hoy)? (What day is it (today)?)
- ¿Qué fecha es (hoy)? (What date is it (today)?)
- ¿Cuándo es tu cumpleaños? (When is your birthday?)
- ¿Cómo se llama? (What is he/ she called?)
- ¿Cómo se escribe? (How do you spell that?)
- ¿Tienes...? (Do you have...?)
- ¿De qué color son tus ojos? (What colour are your eyes?)
- ¿Y el pelo? (And your hair?)
- Use: En mi opinión (in my opinion), Pienso que (I think that).
- Signal a problem: Tengo un problema.
- Ask for help: ¿Puede ayudarme?

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- Ask/ answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things.
- ¿Qué hora es? (What time is it?)
- Es la una/ Son las cinco... (It's one o'clock/ It's five o'clock)
- ¿A qué hora desayunas? (What time do you have breakfast?)
- ¿Qué desayunas? (What do you have for breakfast?)
- ¿A qué hora comes en el colegio? (What time do you have lunch in school?)
- ¿A qué hora comes, meriendas, cenas? (What time do you have lunch, have tea, have dinner?)
- ¿Cómo se pronuncia? (How do you pronounce?)
- ¿Qué deportes sabes practicar? (What sports can you play?)
- ¿Qué instrumento tocas? (What instrument do you play?)
- ¿Qué instrumento sabes tocar? (What instrument can you play?)
- Ask/ answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/ events are well-known, main details about particular festivals.
- ¿Qué tiempo hace? (What's the weather like?)
- ¿De qué color es la bandera? (What colour is the flag?)
- ¿Por qué es...famoso/a? (Why is.... famous?)
- ¿Qué hay en (España)? (What is there in (Spain)?)
- ¿Cuándo es? (When is it?)
- ¿Cuántos días dura la fiesta? (How many days does the festival last?)
- ¿Dónde está? (Where is it?)
- ¿Qué lleva la gente? (What do people wear?)
- ¿Qué hay...? (What is there.... ?)
- Ask/ answer questions about opinions and give reasons for them.
- ¿Te gusta....? (Do you like...?)
- ¿Qué te gusta comer/ beber? (What do you like eating/ drinking?)
- ¿Qué prefieres? (What do you prefer?)
- Comida escolar/ Comida envuelta (School dinners/ Packed lunch)
- ¿Por qué te gusta? (Why do you like it?)
- ¿Qué opinas de.. ? (What do you think of.... ?)
- Signal a problem: tengo un problema.
- Ask for help and give a detail: ¿Puede ayudarme con... (número dos, el texto, el diccionario)?
- Ask for other things: ¿Puedo trabajar con Josh?

KS2 Languages National Curriculum

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children can:

- name objects and actions and may link words with a simple connective;
- use familiar vocabulary to say a short sentence using a language scaffold;
- speak about everyday activities and interests;
- refer to recent experiences or future plans.

→ Use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences.

→ Say what your favourite.... is.

→ Use these sentence structures: Mi cumpleaños es el.... de..../ Son las dos- es la una/ Hoy es el.... de.... (Ayer fue el.... de.... - Mañana será el... de....)

→ Empieza a las/ Termina a las.....

→ Es/ No es

→ Tiene/ No tiene

→ Hay/ No hay

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children can:

- say a longer sentence using familiar language;
- use familiar vocabulary to say several longer sentences using a language scaffold;
- refer to everyday activities and interests, recent experiences and future plans;
- vary language and produce extended responses.

→ Say what sports you play using 'Juego al' or 'Practico el/ la' and when you do it 'Los lunes juego al fútbol'.

→ Express opinions in sentences using 'me gusta(n)' and 'me encanta(n)', give preferences using 'prefiero' and express reasons for opinions using 'porque es/ son' + adjectives.

→ Say what you eat and drink and when.

→ Say what you like to eat and drink using 'me gusta comer/ beber'.

→ Say what you can/ know how to do using 'Sé practicar el esquí'.

→ Use the 3rd person of key verbs to say what happens at different festivals.

KS2 Languages National Curriculum

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- identify individual sounds in words and pronounce accurately when modelled;
- start to recognise the sound of some letter strings in familiar words and pronounce when modelled;
- adapt intonation to ask questions or give instructions;
- show awareness of accents; begin to pronounce words accordingly.

→ Apply phonics knowledge to Dr Seuss rhyming story (*molillo, bolsillo*), Oso Pardo story, tongue twisters, Veo veo game, cognate pronunciation, spelling predictions activities (e.g. syllable squares, gap-fills).

→ Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (*Rodolfo el reno, Frosty, Navidad*), birthday songs.

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Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapt intonation, for example to mark questions and exclamations.

→ Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge.

	<p>KS2 Languages National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ol style="list-style-type: none"> name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. <ul style="list-style-type: none"> → Describe animals with colours. → Choral re-telling of stories, pair work, group work, assemblies. → Re-telling the Hungry Caterpillar story. → Describe pictures/paintings in terms of shapes and their position. → Describe hair/eyes of self and others. → Birthday survey, songs. 	<p>KS2 Languages National Curriculum</p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ol style="list-style-type: none"> manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people. <ul style="list-style-type: none"> → Pair work, group work, assemblies, songs, surveys. → Create a simple exercise/ dance routine in Spanish. → Create their own song/ rap. → Present a weather forecast in Spanish. → Present information on a famous festival.
	<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ol style="list-style-type: none"> say simple familiar words to describe people, places, things and actions using a model; say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; say one or two short sentences that may contain an adjective to describe people, places, things and actions. <ul style="list-style-type: none"> → Describe animals with colours. → Choral re-telling of stories, pair work, group work, assemblies. → Re-telling the Hungry Caterpillar story. → Describe pictures/paintings in terms of shapes and their position. → Describe hair/eyes of self and others. → Birthday survey, songs. 	<p>KS2 Languages National Curriculum</p> <p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ol style="list-style-type: none"> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions. <ul style="list-style-type: none"> → Describe actions: eating/ drinking at different times, playing sports and instruments. → Describe the key geographical features of Spain. → Describe where things are. → Describe the key features of famous festivals.
<p>Reading and Writing/ Literacy</p>	<p>KS2 Languages National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p>	<p>KS2 Languages National Curriculum</p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p>

Children can:

- a. read and show understanding of familiar single words;
- b. read and show understanding of simple phrases and sentences containing familiar words.

- Match sound to text with familiar words.
- Read familiar words with good pronunciation.
- Identify rhyming words.
- Decode words in simple sentences ('find the word for' activities).
- Identify if simple phrases are true or false.
- Hungry Caterpillar story text.
- Colour by numbers activity.
- Spot the dog story, Perritos.
- Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party).

Children can:

- a. read and show understanding of simple sentences containing familiar and some unfamiliar language;
- b. read and understand the main points, from short, written material;
- c. read and understand the main points and some detail from short, written material.

- Read short texts and answer questions to show understanding.
- Complete gap-fill activities.
- Cloze activities with adjectival agreement.
- Identify the odd one out.

KS2 Languages National Curriculum

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children can:

- a. use strategies for memorisation of vocabulary;
- b. make links with English or known language to work out the meaning of new words;
- c. use context to predict the meaning of new words;
- d. begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English.

- Stories, rhymes, songs, videos with language beyond level of active production.
- Numbers.
- Days of the week.
- Food items in Hungry Caterpillar story.
- Otra vez (again!)
- Todos preparados- qué voy (Coming ready or not!)
- Pocoyo.
- Birthday vocabulary.
- Verbs.

KS2 Languages National Curriculum

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children can:

- a. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- b. use a bilingual dictionary to identify the word class;
- c. use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and English.

- Adjectives of reasons to support opinions.
- Using 'porque' to provide reasons.
- Language for countries, locations, directions.
- Know the parts of the dictionary.
- Know what the codes (nf, nm etc.) mean.
- Be confident with alphabetical order.
- Find the meanings of new words.
- Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy.

	<ul style="list-style-type: none"> → Seasons. → Numbers 13-31. → Festive vocabulary. → Instructions for making a piñata. 	
	<p>KS2 Languages National Curriculum</p> <p><i>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</i></p> <p>Children can:</p> <ol style="list-style-type: none"> a. identify individual sounds in words and pronounce accurately when modelled; b. start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c. adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; d. show awareness of accents; begin to pronounce words accordingly. <ul style="list-style-type: none"> → Confident use of phonic key sounds to read aloud familiar words within short texts- more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text. → Numbers. → Read and add questioning intonation. 	<p>KS2 Languages National Curriculum</p> <p><i>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</i></p> <p>Children can:</p> <ol style="list-style-type: none"> a. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d. adapt intonation for example to mark questions and exclamations in a short, written passage. <ul style="list-style-type: none"> → Pronounce sports (including cognates) using correct sounds. → Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map.
	<p>KS2 Languages National Curriculum</p> <p><i>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i></p> <p>Children can:</p> <ol style="list-style-type: none"> a. write single familiar words from memory with understandable accuracy; b. write familiar short phrases from memory with understandable accuracy; c. replace familiar vocabulary in short phrases written from memory to create new phrases. <ul style="list-style-type: none"> → Write on mini-whiteboards and/ or trace on arm simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. → Write individual words for snacks on food plates for display from memory. 	<p>KS2 Languages National Curriculum</p> <p><i>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i></p> <p>Children can:</p> <ol style="list-style-type: none"> a. write a simple sentence from memory using familiar language; b. write several sentences from memory with familiar language with understandable accuracy; c. replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. <ul style="list-style-type: none"> → Write sentences about what you eat when and what sports you do when and what instruments you can play from short-term memory with accurate spelling. → Adapt short text about someone else's sports/ free time to write a short text about own free time.

	<ul style="list-style-type: none"> → Substitute and adapt noun-adjective collocations in simple sentences e.g. using Oso pardo story to change colour- animal combinations in sentences with Tengo/ Es un/ una... → Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also). → Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations) on mini-whiteboards from short-term memory (e.g. in response to Pocoyo videos). → Write 'My birthday is on the..... of.....' from memory with accurate spelling. → Animal maths. → Create birthday and Christmas cards. → Plan and write party invitations including time/ date. → Making plans for a party- to-do list using 'Voy a + verbs'. → Time exercise. 	<ul style="list-style-type: none"> → Label pictures (village and coast) using hay/ no hay with confidence to write sentences from memory. → Write a holiday postcard, adapting a model.
	<p>KS2 Languages National Curriculum</p> <p><i>Children describe people, places, things and actions in writing.</i></p> <p><i>Children can:</i></p> <ol style="list-style-type: none"> a. copy simple familiar words to describe people, places, things and actions using a model; b. write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c. write one or two simple sentences that may contain an adjective to describe people, places, things and actions. <ul style="list-style-type: none"> → Describe animals with colours. → Create mini-books. → Revision- colours and numbers. → Describing Mr Men/ Little Miss characters- character descriptions. → Describing pictures/ paintings in terms of shapes and their position. → Describing emotions- happy, sad. → Describing hair/ eyes of self and others. → Make birthday cards, design invites, create piñata. 	<p>KS2 Languages National Curriculum</p> <p><i>Children describe people, places, things and actions in writing.</i></p> <p><i>Children can:</i></p> <ol style="list-style-type: none"> a. write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c. use a wider range of descriptive language in their descriptions of people, places, things and actions. <ul style="list-style-type: none"> → Describe actions: write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory). → Express opinions and giving reasons (from memory). → Describe places and compare locations (from memory). → Describe actions: describe festivals at home and in Spanish-speaking countries.
<p>Stories, Songs, Poems and Rhymes</p>	<p>KS2 Languages National Curriculum</p> <p><i>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</i></p>	<p>KS2 Languages National Curriculum</p> <p><i>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</i></p>

	<p>Children can:</p> <ol style="list-style-type: none"> listen and identify specific words in songs and rhymes and demonstrate understanding; listen and identify specific phrases in songs and rhymes and demonstrate understanding. <ul style="list-style-type: none"> → Join in confidently with the Hola song. → Los sustantivos song. → Veo/veo song/ game. → Oso pardo story. → Mochila azul story/ video. → Tongue twisters. → Old MacDonald song. → Numbers song. → Birthday and Christmas songs. → Pocoyo video episodes. → Months/ days rhymes. 	<p>Children can:</p> <ol style="list-style-type: none"> listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. <ul style="list-style-type: none"> → Film clips on sports and food in Spain. → Film clips on traditional Spanish festivals.
	<p>KS2 Languages National Curriculum</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ol style="list-style-type: none"> join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling. <ul style="list-style-type: none"> → Join in confidently with the Hola song. → Los sustantivos song. → Veo/veo song/ game. → Oso pardo story. → Mochila azul story/ video. → Tongue twisters. → Old MacDonald song. → Numbers song. → Birthday and Christmas songs. → Pocoyo video episodes. → Months/ days rhymes. 	<p>KS2 Languages National Curriculum</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ol style="list-style-type: none"> follow the text of a familiar song or story; follow the text of a familiar song or story and sing or read aloud; understand the gist of an unfamiliar story or song using familiar language and sing or read aloud. <ul style="list-style-type: none"> → Film clips on sports and food in Spain. → Film clips on traditional Spanish festivals.
<p>Grammar</p>	<p>KS2 Languages National Curriculum</p> <p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the</p>	<p>KS2 Languages National Curriculum</p> <p>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the</p>

conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- a. show awareness of word classes- nouns, adjectives, verbs and connectives and be aware of similarities in English;
- b. name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- c. use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English;
- d. use the present tense of some high frequency verbs in the third person singular;
- e. use a simple negative form;
- f. show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- g. recognise and use the first person possessive determiners (*mi, mis*);
- h. recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- i. conjugate a high frequency verb (*ir-* to go) in the present tense; show awareness of subject-verb agreement;
- j. use simple prepositions in their sentences;
- k. use the verb 'ser' in the present tense in the third person singular and plural;
- l. use the present tense of the verb 'estar' in a set phrase to introduce singular and plural nouns;
- m. use the present tense of the verb 'gustar' in the first person singular with singular and plural nouns.

- Focus on active use of indefinite articles in the singular with masculine and feminine nouns (exposure to definite articles and plural indefinites).
- Form plural nouns.
- Learn adjectival positioning and adjectival agreement (active use of regular singular forms).
- Use *tengo, es, hay, son* accurately.
- Use connectives- *y, pero (también)*.
- Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural.
- Use of plural nouns.
- Use adjectives (agreement and position) with more confidence.

conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- a. identify word classes;
- b. demonstrate understanding of gender and number of nouns and use appropriate determiners;
- c. explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- d. name and use a range of conjunctions to create compound sentences;
- e. use some adverbs;
- f. use some regular and high frequency verbs in the present tense in the first, second and third person singular applying subject-verb agreement;
- g. use the verb 'estar' to locate places, things or people;
- h. recognise and use the simple future tense of a high frequency verb; compare with English
- i. recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- j. recognise and use the first and third person singular possessive determiners (*mi, mis, su, sus*);
- k. recognise and use a range of prepositions;
- l. use the third person plural of a few high frequency verbs in the present tense;
- m. conjugate a high frequency verb in the present tense;
- n. recognise and use a high frequency verb in the perfect tense; compare with English;
- o. follow a pattern to conjugate a regular verb in the present tense;
- p. choose the correct tense of a verb (present/ perfect/ imperfect/ future) according to context.

- Focus on active use of definite articles with verbs of like/ dislike.
- Know when to omit the definite article when talking about what you eat and drink.
- Know how to use the definite article with the verbs *jugar (al/ a la)* and *practicar (el/ la)*.
- Agree adjectives in reasons after *porque es/ son*, remembering to match number and gender.
- Use all persons *DESAYUNAR*.
- Use 1st/ 2nd person *COMER/ BEBER*.
- Use 1st person *JUGAR*.
- Use all persons *PRACTICAR*.

- Create greater variety of sentences using key verb forms.
- Use tiene (3rd person tener) and está (3rd person estar).
- Retell story with 3rd person AR verbs (non-explicit focus).
- Use future tense (Voy a + infinitive verb), infinitives.
- Use sequencers- un día, luego, después al final.
- Use preposition of place (arriba, encima de etc....).

- Use Sé jugar, practicar, tocar.
- Use Me gusta + comer/ beber/ jugar/ practicar.
- Use days of the week (los lunes etc...).
- Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
- Use 'hay'.
- Use the verb ESTAR.
- Receptive use of some reflexive verbs.
- Use subordinating connectives (if, because)- some pupils will be using relative clauses with 'que' (which).