



Spanish End of Year Milestones



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<p>Enjoy listening to and speaking in the language.</p> <p>Understand conventions such as taking turns to speak, valuing the contribution of others.</p> <p>Use songs and rhymes to help learn new vocabulary.</p> <p>Repeat words/ simple phrases modelled by a teacher.</p> <p>Begin to join in with actions and some words to accompany familiar songs, stories and rhymes.</p>	<p>Listen and show understanding of single words/ simple phrases through physical response.</p> <p>Join in with actions and some words to accompany familiar songs, stories and rhymes.</p> <p>Answer and begin to ask some familiar questions using simple, rehearsed language.</p>	<p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Name objects and actions and link words with a simple connective.</p> <p>Name nouns and present a rehearsed simple statement.</p> <p>Answer and begin to ask some familiar questions using simple, rehearsed language and including opinions.</p>	<p>Listen and show understanding of longer sentences through physical response.</p> <p>Listen and identify words in songs and rhymes and demonstrate understanding.</p> <p>Use familiar vocabulary to say simple sentences using a language scaffold.</p> <p>Ask and answer several simple and familiar questions with a rehearsed response including opinions and simple justifications.</p>	<p>Listen and show understanding of more complex familiar sentences.</p> <p>Make simple rehearsed statements about themselves, objects and people.</p> <p>Say a simple rhyme from memory; join in with words of a song or storytelling.</p> <p>Ask and answer more complex familiar questions with a scaffold of responses.</p>	<p>Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words.</p> <p>Follow the text of familiar rhymes and songs identifying the meaning of words.</p> <p>Use familiar vocabulary to say more complex sentences using a language scaffold.</p> <p>Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language.</p> <p>Follow the simple text of a familiar song or story and sing or read aloud.</p> <p>Engage in a short conversation using familiar questions and express opinions.</p> <p>Ask for clarification and help.</p>	<p>Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p> <p>Manipulate language to create and say sentence of own choice using familiar language.</p> <p>Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.</p> <p>Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.</p>
Reading				<p>Read and recognise familiar words using knowledge of phonemes and pronounce when</p>	<p>Read and pronounce familiar words accurately using knowledge of phonemes.</p>	<p>Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of</p>	<p>Predict the pronunciation of unfamiliar words, with increasing accuracy, in a series</p>

				<p>modelled.</p> <p>Read and show understanding of familiar single words and simple phrases.</p> <p>Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary.</p>	<p>Read and show understanding of familiar longer sentences.</p> <p>Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English.</p>	<p>phonemes.</p> <p>Read and show understanding of a complex sentence using familiar language.</p> <p>Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class.</p>	<p>of sentences.</p> <p>Read and show understanding of a series of complex sentences using familiar language.</p> <p>Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context.</p>
Writing				<p>Write and say familiar words and simple phrases to describe people, places, things and actions using a model.</p> <p>Write single familiar words from memory with understandable accuracy.</p>	<p>Write and say a sentence to describe people, places, things and actions using a language scaffold.</p> <p>Write simple familiar short phrases/ sentences from memory with understandable accuracy.</p>	<p>Write and say longer sentences to describe people, places, things and actions using a language scaffold.</p> <p>Write familiar longer sentences from memory with understandable accuracy.</p>	<p>Write and say a complex sentence manipulating familiar language to describe people, places, things and actions; maybe using a dictionary.</p> <p>Write familiar long/ complex sentences from memory changing words to create new sentences with understandable accuracy.</p>
Grammar				<p>Be aware of the form of word classes - nouns, adjectives [including agreement with masculine and feminine singular], adverbs, verbs [including the imperative] and connectives, definite and indefinite articles [singular and plural]</p>	<p>Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1st and 2nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1st</p>	<p>Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3rd person singular (plural) of regular and high frequency verbs; name the words for the</p>	<p>Demonstrate the knowledge and use of grammar in sentences: word classes; gender of nouns, definite article [and elision] and indefinite article [and its omission for jobs], plural of nouns; 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in</p>

				and be aware of similarities in English.	and 2 nd person pronouns; state the position of most adjectives and demonstrate use; construct a simple sentence with a noun, verb and adjective; use sentences in the negative form. State the differences and similarities with English. Use connectives and prepositions.	definite article and use correctly; explain the agreement of possessive pronouns with the linked noun and demonstrate use; apply correct rules of use when combining prepositions + articles [e.g.: de + el = del]; construct more complex sentences; make a positive sentence negative; explain and use elision. State the differences and similarities with English.	present tense; use reflexive verbs and the imperfect form; the position and agreement of adjectives; negatives; the construction of simple and complex sentences. State the differences and similarities with English.
Vocabulary	<p>hola, adiós, hasta luego (hello, goodbye, see you later)</p> <p>¿Cómo te llamas? Me llamo... (What is your name? My name is...)</p> <p>¿Qué tal? Muy bien/ mal/ así, así (How are you? I am well/ bad/ OK)</p> <p>rojo (red), azul (blue), amarillo (yellow), verde (green), naranja (orange),</p> <p>sí, no (yes, no) por favor (please), [muchas] gracias</p>	<p>¿Cuántos años tienes? Tengo ... años (How old are you? I am ... years old)</p> <p>¿Dónde vives? Vivo en (Where do you live? I live in...)</p> <p>¿De qué color es? What colour is it? violeta (purple), rosa (pink), blanco/a (white), negro/a (black), gris (grey), marrón (brown)</p> <p>bravo (well done), excelente (excellent), super estrella</p>	<p>presente/ ausente (here/ absent)</p> <p>bocadillo (packed lunch), almuerzo caliente (hot dinner)</p> <p>¿Tienes hermanas o hermanos? Tengo... (Do you have any brothers or sisters? I have...)</p> <p>¿Qué tiempo hace? (What is the weather like?)</p> <p>Bailad (Dance), Andad (Walk), Saltad (Jump), Aplaudid (Clap), Da la vuelta (Turn), Tocad (Tap/ hit), Entrad (Come in), Salid (Go</p>	<p>¿Cómo se llama? Se llama... (What is his/ her name? He/ she is called...)</p> <p>¿Cuándo es tu cumpleaños? Mi cumpleaños es el... (When is your birthday? My birthday is the...)</p> <p>¿Tienes un animal? Tengo... (Do you have a pet/ animal? I have...)</p> <p>Months of the year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p>	<p>¿Qué hora es? (What time is it?)</p> <p>¿Te gusta...? Me gusta/n, Me encanta/n, No me gusta/n, odio... (Do you like...? I like, I love, I dislike, I hate...)</p> <p>Lo siento (Sorry) Perdona (Excuse me) De acuerdo (OK)</p> <p>Un voluntario, por favor (A volunteer, please) Rápido (Hurry up) Repetid (Repeat) Tranquilo (Calm down) Prestad atención (Pay attention)</p> <p>¿Puedo ir al baño?</p>	<p>¿Qué llevas? Llevo... (What are you wearing? I am wearing...)</p> <p>Leed (Read) Escribid (Write) Abrid los libros/ los ojos (Open your books/eyes) Cerrad los libros/ los ojos (Close your books/ eyes) Ordenad (Tidy your things [away]) Andad lentamente (Walk slowly) Hablad más fuerte (Speak louder) Hablad más bajo (Talk quietly) Trabajad en grupos de dos/tres (Work in</p>	<p>¿Cuántos hay? Hay ... (How many ... are there? There are...)</p> <p>¿Qué hay en...? Hay... (What is there in...? There is/ are...)</p> <p>Para cada imagen (For each image) Completad la frase (Complete the phrase) Conectad la palabra... (Join the word to...) Dibujad un círculo alrededor de la palabra... (Circle the word) Utilizando (Using...) En el orden correcto (In the right order) Pasad la página ... (Turn to page...)</p>

	<p>(thank you [very much]), de nada (you are welcome)</p> <p>Numbers 0-15</p>	<p>(superstar), muy bien (very good), fantástico (fantastic)</p> <p>Repetid (Repeat), Escuchad (Listen), Mirad (Look), Levantaos (Stand up), Sentaos (Sit down), Silencio (Silence/ be quiet), Levantad la mano (Hands up), Bajad la mano (Hands down)</p> <p>Tocad la cabeza/ la nariz (Touch your head/nose)</p> <p>Numbers 0-20</p>	<p>out), Enseñame (Show me), Una fila por favor (Make a line), Haced un circulo (Make a circle), Venid aquí (Come here)</p> <p>Days of the week: lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>Numbers 0-50</p>	<p>Buen trabajo (Good work), Buen intento (Good effort), Mucho mejor (Much better)</p> <p>Numbers 0-100</p>	<p>(Can [may] I go to the toilet?), No entiendo (I don't understand), No sé (I don't know), Repetid por favor (Repeat please)</p> <p>Numbers 0-200</p>	<p>pairs/threes)</p> <p>Tengo un problema (I have a problem)</p> <p>Tengo una pregunta (I have a question)</p> <p>¿Ayúdame por favor? (Can you help me?)</p> <p>¿Cómo se dice....en inglés/en español...? (How do you say in English/Spanish...?)</p> <p>Quiero....por favor (I would like... please)</p> <p>Numbers 0-1000</p>	<p>Ordenad los escritorios (Tidy your desks)</p> <p>Bajad los bolígrafos (Put down your pens)</p> <p>¿Qué significa en inglés? (What does that mean in English?)</p> <p>He terminado (I have finished)</p> <p>Numbers 0-1,000,000</p>
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