

Progression through the series

Learn Spanish with Luis y Sofía has been written to ensure coverage of the National Curriculum for England Programmes of Study for Foreign Languages. The chart below shows what most children should be able to do by the end of each level. The Self-assessment sheets, with 'I can ...' (*Yo puedo...*) statements, at the end of each unit will help you to assess pupils' progress.

National Curriculum programme of study	Level 1 outcome expectations	Level 2 outcome expectations	Level 3 outcome expectations	Level 4 outcome expectations
Pupils should be taught to:				
listen attentively to spoken language and show understanding by joining in and responding	Repeat words modelled by the teacher or on the audio enhanced e-storybooks and/or the audio file; listen and show understanding of single words	Listen and show understanding of short sentences/ phrases said by the teacher or on the audio-enhanced e-storybooks and/or the audio file	Listen and show understanding of more complex sentences including conjunctions and a wider range of verbs	Listen and show understanding of short paragraphs containing familiar words and be able to work out the meaning of unfamiliar words shown in context
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>This programme of study can be covered by using the resources on the internet, or songbooks such as <i>Vamos a Cantar</i> and <i>Me Gusta Cantar</i>, published by Brilliant Publications.</p> <p>The sound-symbol correspondence of Spanish can be taught through <i>Physical Spanish Phonics</i>, also published by Brilliant Publications.</p>			
engage in conversations ; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Ask and answer simple questions regarding: their name, how old they are and how they are feeling	Ask and answer a wider range of questions such as when their birthday is using prompts. Give simple opinions about animals and hobbies	Be able to take part in simple conversations, reusing previously seen vocabulary independently, talk about the weather and use a wider range of verbs	Engage in conversations, using familiar questions and answers; express opinions using <i>gustar</i> , <i>odiar</i> and <i>encantar</i> and ask others' opinions. Use <i>¿puedo?</i> to ask for help
speak in sentences, using familiar vocabulary, phrases and basic language structures	Repeat sentences modelled by the teacher or those in the storybooks	Use familiar language within a given structure to create their own sentences and modify given sentences by changing one element	Use a limited number of high-frequency verbs and familiar language to say new sentences; use a given sentence starter to construct the rest of the sentence	Manipulate language to create and say own sentences using familiar language
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Pronounce most familiar words and phrases correctly, paying particular attention to sounds that are pronounced differently in Spanish to English	Identify a range of sound-symbol correspondences in Spanish and recognise them within vocabulary; speak with confidence	Pronounce familiar words and phrases correctly. Start to predict the pronunciation of unfamiliar words	Pronounce most words correctly. Reliably predict the pronunciation of unfamiliar words in a sentence using knowledge of letter sounds and accents; talk clearly and with differentiated intonation for questions and statements

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Pupils should be taught to:				
present ideas and information to a range of audiences	Make simple statements about themselves	Give more detailed information about themselves and other people using a given structure	Give instructions to others and present simple descriptions of people and weather with more choice of vocabulary and structures	Present to others own ideas and information on familiar topics, using sentences with <i>porque</i> to give a reason why
read carefully to show understanding of words, phrases and simple writing	Demonstrate understanding of key words and phrases through the role plays and by acting out mini-scripts, based on the storybooks	Demonstrate understanding of a wider range of vocabulary; read a range of words independently in context	Recognise previously-learned vocabulary in new contexts; show understanding of more complex sentences including conjunctions and adjectives in different forms	Read and show understanding of the 7 storybooks and other short passages of text using familiar language; begin to infer meaning of unknown words in a given context, especially where words are cognates
appreciate stories, songs, poems and rhymes in the language	Understand and appreciate the main parts of the plot in the first 7 storybooks	Demonstrate a secure understanding of the storybooks in this section	Follow the text of the storybooks and be able to read out sections of the text	Read aloud the storybooks in this section; read and understand the gist of an unfamiliar text using familiar language
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Use context (illustrations/cognates/sentence structure) to predict the meaning of new words	Learn a wider range of vocabulary, including verbs, nouns and adjectives; begin to use a bilingual dictionary with support to find extra words they want to express	Recognise the imperative mood; recognise culturally-significant vocabulary to do with festivals and celebrations; use a bilingual dictionary independently to find new words	Build vocabulary as they progress through the storybooks; learn to gain the gist of texts and use a bilingual dictionary to find the meaning of words in written material and understand their meaning in context
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Write simple words from memory with understandable accuracy	Write short phrases from memory with increasing accuracy	Write simple sentences from memory, using familiar vocabulary	Write familiar complex sentences from memory, changing words to create new sentences with understandable accuracy
describe people, places and things and actions orally and in writing	Describe how they are feeling using simple language; introduce colours as adjectives that can be used to describe objects	Begin to use adjectives to describe pencil case items; recognise different forms of adjectives when describing a range of body part nouns	Use a range of vocabulary to write and say physical descriptions of people using the first person form of the verbs; manipulate adjective endings to agree with nouns	Use a range of vocabulary to write and say physical descriptions of people using the first and third person form of the verbs; construct more complex sentences using conjunctions; manipulate familiar language to describe people, places, things and actions (using a bilingual dictionary when necessary)

National Curriculum programme of study	Level 1 outcome expectations	Level 2 outcome expectations	Level 3 outcome expectations	Level 4 outcome expectations
Pupils should be taught to:				
understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the 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	Know the 1st, 2nd and 3rd person singular pronouns; know that it is not always necessary to use a personal pronoun in Spanish; know the masculine and feminine definitive articles and use correctly; know that most adjectives appear after the noun; know how to make the plural form of nouns (and that some plurals are irregular); use the correct form of <i>ser</i> , <i>estar</i> , <i>tener</i> and some regular verbs in the present tense with 1st, 2nd and 3rd person pronouns; use both singular and plural possessive pronouns; construct simple sentences; know when inverted question marks and exclamation marks are used	Know that most adjectives appear after the noun; understand that adjectives must agree with the noun they describe; know how to make the plural form of nouns (and that some plurals are irregular); know that apostrophes are not used to show possession	Compare high-frequency verbs <i>ser</i> and <i>estar</i> in a range of contexts; recognise the imperative form of a range of regular verbs; confidently construct negative sentences; recognise and understand the present continuous form of some regular verbs; begin to explore the <i>puedo</i> + infinitive structure; ensure adjectives agree with the noun they are describing with some support	Demonstrate the use, in sentences, of the knowledge of grammar already learned: word classes, gender of nouns, indefinite article, plural of nouns, 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense (including <i>tener</i> , <i>ser</i> , <i>ir</i> , <i>hacer</i> and <i>poder</i>); the position and agreement of adjectives; negatives; the definite article; possessive pronouns (<i>mi</i> , <i>mis</i> , <i>tu</i> , <i>tus</i> , <i>su</i> , <i>sus</i>); immediate future tense and the construction of simple and complex sentences. Understand that most verbs are regular, but some are irregular. Notice and understand the differences from and similarities to English