

Age Related Expectations Year 4 Spanish: Child Speak

My Progress in Spanish:						
Grammar Expectations						
I can use of the negative. Example: tengo, no tengo.						
I can use the high-frequency verb forms in the 1 st & 2 nd person. Example: Tengo						
I can use the connectives. Example: porque.						
I can use adjectives (agreement and position) with more confidence. Example: El gato es negro y blanco.						
I can use a variety of plural nouns, including some irregular ones. Example: Los pepinos, Los caramelos, or los jueves (Thursday's).						
I can use the definite article with verbs of like / dislike and verbs with sport. Example: No me gusta el cricket or Me gusta el tenis.						
I can use definite and indefinite articles in plural and singular form. Example: definite articles include: el, la, los, las, and indefinite un, una, unos, unas.						
I can change the noun, verb or adjective in sentences to create new sentences using a model. Example: Me gusta el chocolate negro can be changed to no me gusta el chocolate negro.						
Writing Expectations						
I can write words and phrases accurately using support such as a model or word bank to check spellings. Example: Me llamo Sam, vivo en Beverley y tengo un hermano.						
I can write simple words and several short phrases from memory with understandable spelling. Example: lunes, como el pescado y las patatas fritas.						
Speaking Expectations						
I can make short pre-prepared phrases on a familiar topic, with secure pronunciation.						
I can rehearse and perform short role plays on one topic, with 2-3 exchanges and secure pronunciation.						
I can match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge. Example: Reading 'En Madrid, hace frio y hace calor' and knowing that the 'h' is silent in Spanish.						
Reading Expectations						

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I can use a word list (or dictionary or online resource) to check the spelling of a word.			
I can identify the overall meaning of piece of text from cues and a few familiar words and start to use what I already know to work out meaning. Example: Looking at a menu or a booklet with pictures which offer clues.			
I can read and understand a range of familiar written phrases and simple sentences. Example: Me llamo Tom, tengo un perro y un hermano. Vivo en Beverley.			
Listening Expectations			
I can listen to high-frequency familiar words when spoken slowly and clearly and apply in writing with understandable spelling. Example: ¿Dónde?, ¿Quién?, ¿Cuándo?, ¿Qué?, ¿Cómo?, ¿Por qué?, ¿Cuánto?, ¿Cuántos?, ¿Cuál(es)?			
I can use strings of letter sounds to help me understand new words. Example: carro (car), burron (donkey), rojo (red).			
I can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases. Example: Join in with a song from Jose Valle (Calico Spanish)			
I can understand basic questions and identify key points in a few short spoken sentences. Example: ¿Cuántos años tienes?			