

Class	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3 / 4	Describing me and others	Saying what I and others have	Saying what I and others do	Saying how many and describing things	Describing things and people	Expressing likes and saying what I do
	<p>Phonics: The SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u]</p> <p>Silent Final Consonant (SFC): -t, -s, -d</p> <p>Silent Final E (SFe): [an / en]</p> <p>Open and closed (eu): [ch] [au/ eau/ o/ ô] [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>		<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or taught this term are: [é/ et/ ez/ er] [è/ ê] [01] [a] in] [ai]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>		<p>Phonics: The SSC (sound-symbol correspondences) taught this term are: {SFe} soft [c/ ç] [-ien] [qu] [j/ soft g] [-tion]</p> <p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Touteu ne année (jaune) months</p> <p>Grammar: revisit definite articles and adjective agreement, subject pronouns (il/ elle) with objects to mean 'it', plural definite article (les), using aimer I detester + definite article, revisit intonation questions (including with comment, quand)</p>	
Year 5 / 6	Describing me and others	Saying what I and others have	Saying what I and others do	Saying how many and describing things	Describing things and people	Expressing likes and saying what I do
	<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or introduced this term are:</p>		<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or introduced this term are:</p>		<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or taught this term are:</p>	

<p>Silent Final Consonant (SFC) Silent Final E (SFe) [a] [an/ a,/ en/ em] [i] [in/ im] [qu] [u] [ou] [on] [au/ eau/ o/ ô] open and closed [eu] We also revision liaison</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural, singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>[é/ et/ ez/ er] [è/ ê] [oi] [(a) in] [ai]</p> <p>We also revisit liaison</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne...pas)</p>	<p>[SFC] Silent Final E (SFe) soft [c/ ç] [ch] [-ien] [qu] [j/ soft g] [-tion]</p> <p>We all revisit liaison</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, hometown, requesting food and drink</p> <p>Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir (singular)</p>
---	--	--

Language progression:

Knowledge strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	Recognition & Production (Sound (L) to print (W))	I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
	Recognition & Production (Print (R) to sound (S))	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read

		and parts of words with some success, focusing on a few SSC at any one time.	markers, etc) and some unknown words. My pronunciation is usually comprehensible.	and carefully, I can decode unfamiliar words using SSC knowledge.	aloud single unknown words more readily.
Vocabulary	Understanding (Aural (L) / Written (R))	I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.	I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.	I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.	I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.
	Production (Oral (S) / Written (W))	I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
Grammar	Understanding (Aural (L) / Written (R))	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER , singular adjective agreement and position (-o, -a, -e, -z),		I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER +	

		regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas	infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas
	Production (Oral (S) / Written (W))	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular - AR and -ER , singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular-AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas

The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)



2025

Catholic Primary School

Living, loving and learning together with our eyes focused on Jesus