

Hexham Middle School Progression of Age-Related Expectations



| Spanish | Year 5 | Year 6 | Year 7 | Year 8 |
|-----------|--------|--------|--|--|
| Listening | | | Can understand simple questions and | Can understand and respond to a range |
| | | | respond to them. | of familiar questions with increasing fluency. |
| | | | Can understand the main points from a | linecticy. |
| | | | short-spoken passage. | Can pick out the main points and some detail in a short passage with predictable |
| | | | Con recognise formilies would and | information spoken slowly and clearly. |
| | | | Can recognise familiar words and phrases in a spoken story, poem or | |
| | | | song. | Can dictate high frequency familiar |
| | | | 30116. | sentences and phrases. Spelling is |
| | | | Can dictate short sentences. | understandable. |
| | | | Can recognise some basic adjectives. | Can understand the main points in |
| | | | | passages which include opinions and reasons. |
| Speaking | | | Can ask and answer simple questions | Can ask and respond to simple questions |
| Speaking | | | using short sentences. | on the current topic including expressing opinion and justification. |
| | | | Can construct sentences using | |
| | | | scaffolding. | Can adapt model sentences to convey information fortigiscovered. |
| | | | Can say sentences related to the topic | |
| | | | · · | Can use short simple sentences |
| | | | Can use the 1st, 2 nd and 3rd person of | independently to discuss a range of |
| | | | common verbs (avoir/être) in the | topics. |
| | | | present tense. | Can pronounce known language well and |
| | | | Can apply familiar vocabulary when | can read unknown words aloud applying |
| | | | discussing. | phonics knowledge. |
| Reading | | | Can recognise who is being talked about | Can understand the main details in a short |
| J | | | in a sentence from the pronoun (1st, | text on familiar topics. |
| | | | 2nd, 3rd person singular). | |
| | | | Commendant and the assistant is | Can use a bilingual dictionary to look up |
| | | | Can understand the main points and some details from a short-written | nouns, adjectives and verbs. |
| | | | text. | |
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| guidance. Can recognise whether nouns are singular or plural. Writing Can use knowledge of French phonics to help spell familiar words. Can write a short simple text with reasonable spelling. | | | 0 122 122 2 | lo . r |
|--|---------------|--|--|--|
| Writing Can recognise whether nouns are singular or plural. Can use knowledge of French phonics to help spell familiar words. Can write a few simple sentences to describe someone else. Can use familiar words and sentences independently to write new sentences. Can use familiar words and sentences independently to write new sentences. Can use the correct article to match the gender of the noun. Can write the correct forms of some simple adjectives with a noun. Can use basic conjunctions to link their sentences e.g. and, also, but' Can use basic conjunctions to link their sentences e.g. and, also, but' Can upply grammatical rules learnt independently across different topics. Can independently produce sentences with increasing detail from topics covered. Can unead aloud short texts with increases. Can read aloud short texts with increases. | | | Can use a bilingual dictionary with | Can infer meaning from context and pick |
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| Writing Singular or plural. Can use knowledge of French phonics to help spell familiar words. | | | | short phrases into English. |
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