

SPANISH

STEP	Strand 1: Listening	Strand 2: Speaking	Strand 3: Reading	Strand 4: Writing
9	<p>All of the below and...</p> <ul style="list-style-type: none"> can listen to spoken language such as songs, video clips, films and TV programmes for pleasure. can understand longer spoken texts on the first hearing. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can discuss various subject matters. can express and justify opinions. can speak with confidence on a wide range of topics. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can read written language such as books, magazines, comics, internet sites and leaflets for pleasure. can understand longer written texts on the first reading. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can use a range of sources to help broaden the scope of what they write and to help improve the accuracy. can apply grammar accurately.
8	<p>All of the below and...</p> <ul style="list-style-type: none"> can use knowledge learned from listening in speaking and writing. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can speak more spontaneously. can use more complex structures accurately. can use knowledge of phonics to pronounce new words correctly. can take part in a longer conversation or give a presentation and answer simple questions in a conversation or after a presentation. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can use knowledge learned from reading in my speaking and writing. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can write at greater length and for different purposes. can use more complex structures accurately. can express and justify ideas, opinions and points of view. can write longer texts on a wide range of topics.
7	<p>All of the below and...</p> <ul style="list-style-type: none"> is better at recognising and understanding more complex structures. can use a range of strategies to deduce the meaning of unfamiliar words. can cope with spoken texts from various sources which include unfamiliar language. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can apply grammar in order to make new, accurate sentences. begins to use more complex structures. can make a longer presentation on a range of topics including reference to three time frames and including some complex structures. 	<p>All of the below and...</p> <ul style="list-style-type: none"> is better at recognising and understanding more complex structures. can use a range of strategies to deduce the meaning of unfamiliar words. can cope with written texts from various sources which include unfamiliar language. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can apply grammar in order to make new, accurate sentences. can use a dictionary to help me with grammatical information about verbs. can write for a range of purposes and can organise written work with greater efficiency. begins to use more complex structures. can write a longer text on a range of topics including reference to three time frames and including some complex structures.
6	<p>All of the below and...</p> <ul style="list-style-type: none"> begins to recognise and understand more complex structures. can apply knowledge of grammar to recognise and understand previously-learned language in spoken texts in another context. can understand a range of different styles of spoken texts such as non-fiction, literary and so on. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can use previously-learned vocabulary and structures in spoken language. begins to use more complex structures. can use a range of complex forms of opinions and connectives. can make a short presentation on a range of topics including reference to three time frames and including some complex structures. 	<p>All of the below and...</p> <ul style="list-style-type: none"> begins to recognise and understand more complex structures. can apply knowledge of grammar to recognise and understand previously-learned language in written texts in another context. can understand a range of different styles of written texts such as non-fiction, literary and so on. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can use previously-learned vocabulary and structures in written language. begins to use more complex structures. can use a range of complex forms of opinions and connectives. can write a text on a range of topics including reference to three time frames and including some complex structures.
5	<p>All of the below and...</p> <ul style="list-style-type: none"> can recognise other people's opinions. can understand most complex forms of opinions. can understand longer spoken texts with references to two or more time frames. 	<p>All of the below and...</p> <ul style="list-style-type: none"> begins to use complex forms of opinions and reasons. can take part in a longer conversation with references to two or more time frames. 	<p>All of the below and...</p> <ul style="list-style-type: none"> can recognise other people's opinions. can understand most complex forms of opinions. can understand longer written texts with references to two or more time frames. 	<p>All of the below and...</p> <ul style="list-style-type: none"> begins to use complex forms of opinions and reasons. can write a longer text with references to two or more time frames.

4	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can understand spoken texts with references to two time frames on several topics. ▪ can identify more complex forms of opinions and reasons. ▪ can understand the gist of a longer spoken text. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can use more opinions and give reasons. ▪ can use basic connectives. ▪ can ask questions using a wider range of question words. ▪ can use phonics to attempt pronunciation of new words. ▪ can take part in a longer conversation from memory on a range of familiar topics. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can use a dictionary with confidence to find new words. ▪ can understand longer written texts with references to two time frames on several topics. ▪ can identify more complex forms of opinions and reasons. ▪ can understand the gist of a longer written text. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can use a dictionary with confidence to find new words and/or grammatical information such as gender of nouns, plurals. ▪ can use more opinions and give reasons. ▪ can use basic connectives. ▪ can write a longer text from memory on a range of familiar topics.
3	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can spot opinions and reasons in longer spoken texts. ▪ can understand the main ideas and some of the detail from longer spoken texts with the help of repetition. ▪ can spot the main ideas and simple opinions in a short spoken text with the help of repetition. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can take part in a short conversation from memory on familiar topics. ▪ can ask simple questions and express simple opinions. ▪ can use knowledge of phonics to pronounce correctly. ▪ can use a range of phrases to make themselves understood in the classroom. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can use a dictionary to look up words more accurately. ▪ can spot opinions and reasons in longer written texts. ▪ can understand the main ideas and some of the detail from longer written texts with some aid with vocabulary. ▪ can identify the main points and simple opinions in a short written text with some aid with vocabulary. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can construct simple questions and express simple opinions. ▪ can write short sentences from memory.
2	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can understand a range of familiar phrases with the help of repetition and respond using words or short phrases. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can use some familiar phrases to make themselves understood in the classroom. ▪ can answer a small amount of questions and give simple answers in the form of short sentences. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can look up new words in a glossary/dictionary. ▪ can understand a range of familiar written phrases and respond using words or short phrases. 	<p>All of the below and...</p> <ul style="list-style-type: none"> ▪ can write short sentences with the help of a glossary/dictionary. ▪ can spell simple words correctly from memory.
1	<p>Can...</p> <ul style="list-style-type: none"> ▪ pick out some cognates in short spoken phrases. ▪ understand some familiar words and phrases with the help of repetition or action or visual reinforcement. 	<p>Can...</p> <ul style="list-style-type: none"> ▪ say/repeat some simple words and phrases with guidance on pronunciation. 	<p>Can...</p> <ul style="list-style-type: none"> ▪ pick out some cognates in short written texts. ▪ understand some familiar words and phrases with the help of a glossary/dictionary. 	<p>Can...</p> <ul style="list-style-type: none"> ▪ write/copy some simple words and phrases with guidance on spelling.