

Spanish

Government Guidelines

Pupils in years 3-6 must make substantial progress in one language; it is a statutory part of the National Curriculum in state-funded, local authority schools. The curriculum and designated time pupils are to spend learning that language is up to the individual school, but one hour a week is recommended.

‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. ‘

Aims

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Taken from Programme of Study for Key Stage 2 Languages, Department for Education September 2013

Intent

The Spanish curriculum at RAPs is designed to engage all learners in year groups 1-6 in an introduction to the language which can be built upon in secondary school and beyond. The teaching and learning of Spanish explicitly promote global citizenship and communication. In years 1 and 2, lessons are designed to engage the younger learners, whilst introducing basic language, such as greetings, numbers, and colours; topics have been carefully selected to link with other areas of the curriculum, to solidify the children’s understanding of the wider curriculum, as well as make the content as relevant to their interests as possible. In addition, units across the plans of learning include topics to introduce children to Spanish as a world language, spoken in 21 countries including, but not just confined to, Spain. Although explicit teaching of grammar is kept to a minimum at this stage, it will be touched upon, in order that children have a firm foundation when they move into year 3 and beyond. Phonics will be taught using the Physical Spanish Phonics scheme, and this will continue into year 3 and beyond. From year 3 onwards, lessons are created and delivered to introduce language and grammar (gender of nouns in the definite and indefinite article), adjectives and agreement, present tense verbs in the first, second and third person present), and will continue to reinforce and build upon this in years 4, 5 and 6. Children are encouraged to spot patterns in language, thereby sparking off their curiosity. The rationale behind some of the language in year 3 (numbers 1-6, certain colours, certain animals, days of the week, months of the year) is to enable children to be exposed to all key Spanish sounds, and their sound-spelling link is emphasised through systematic teaching of Spanish phonics, which is then revisited whenever new vocabulary is introduced in years 4-6. This builds pupils’ confidence in pronouncing Spanish, helps them to write more accurately, promotes greater independence and enhances communication skills. The activities in years 3 and 4 focus more on speaking and listening, with some writing at word and basic sentence level, expanding into more written work at paragraph level in years 5 and 6; with regards to speaking Spanish, children are encouraged throughout to speak as spontaneously as they can, with increasing independence and from memory and games to increase pronunciation are regularly incorporated, all of which promote communication.

Intent continued...

Culture is an integral part of every Spanish lesson, and activities enable children to develop and greater understanding of other communities, as well as their own community. By making use of a wide range of resources, pupils are regularly exposed to Spanish native speakers and through incorporating Hispanic stories, poems and songs, their understanding of Hispanic cultures is increased. All children in years 1-6 are given the opportunity to learn Spanish, with withdrawal from class avoided wherever possible. Spanish is spoken by all pupils and the teacher as much as is possible, with English used only to clarify grammar points and reinforce understanding of instructions where necessary. Lessons are designed to be relevant to the age group, ability, and lives of the children in each respective year group, whilst aiming to set up a robust basis for further study of Spanish and/or other languages at secondary school and beyond.

Implementation

All classes in year groups 1 and 2 receive 20-30 minutes of teaching with a specialist Spanish teacher each week; all pupils in year 3 receive one hour of teaching with a specialist Spanish teacher each week, and this will continue when they move into years 4, 5 and 6 respectively. Global citizenship and communication are explicitly covered in every lesson, and pupils' curiosity for the Spanish language and Hispanic cultures is fostered. The Spanish teacher undertakes regular training to ensure that she is up to date with pedagogy in MFL and regularly discusses and shares ideas with other primary language specialists either through attending regional meetings, regional and national training events and conferences and networking on social media. The Spanish teacher also undertakes regular practice of Spanish speaking, grammar and writing skills to ensure subject knowledge is maximised. Lessons involve a variety of games and songs to engage learners, progress is built upon by regular reinforcement throughout each unit, but also throughout the six years the children study Spanish. The use of Spanish for general classroom language and instructions is instilled as part of the routine each week. Opportunities are maximised for all children to interact with Spanish as much as possible every lesson; support is given to those who need it and extension activities provided for those who complete tasks easily and quickly. In addition to the emphasis on having fun and trying to speak the language, motivational rewards such as 'Star of the Week' and stickers, badges etc, are offered to pupils who try hard, display a positive attitude and commitment to learning Spanish. Activities such as performances and role plays will be recorded and sent to parents and carers using the Seesaw app. Opportunities for pupils with other home languages will be maximised to allow them to celebrate the diversity of our community and make links between Spanish, English and other languages.

Impact

In Spanish at RAPS, progress is measured through a child's ability to communicate with increasing confidence, independence and using correct pronunciation, initially through spoken, then later, through written form as well. Pupils' progress is measured on an ongoing basis through questioning in lessons, plenary assessments and speaking and written work. Global citizenship and understanding of other cultures is integral to teaching and learning in Spanish, and pupils will show an increasing awareness of Spain and Hispanic cultures. Curiosity will be evident in lessons when children spot patterns in grammar and make links between units. All children will celebrate the diversity and multi-cultural nature of our school and how fortunate we are to be able to enjoy other cultures, alongside learning about Spanish and Hispanic cultures.

Richard Avenue Primary School

Long Term Plan – Spanish

	<i>AUTUMN</i>		<i>SPRING</i>		<i>SUMMER</i>	
<i>Year 1</i>	Greetings, numbers 1-6, introduction	Colours	The sea	Body parts	Fruits	Parts of a plant
<i>Year 2</i>	Greetings, numbers 1-6, introduction	Colours	Fruits and vegetables	Spain and Spanish-speaking countries	Body parts and animals	Preparing for KS2
<i>Year 3</i>	Greetings, introduction, numbers 1-15, age	Colours; the verb <i>to be</i>	Classroom objects; using a bilingual dictionary	My family	My pets	Designing and describing a flag
<i>Year 4</i>	Numbers 1-39; Pets and other animals	How many animals are there in the zoo?	Calendar: days, months, birthdays	Food and drink: are you hungry/thirsty?	Food and drink: what do you like to eat and drink?	
<i>Year 5</i>						
<i>Year 6</i>						

Spanish progression of skills

	Listening	Reading	Speaking	Writing	Grammar
By the end of year 1	<ul style="list-style-type: none"> • Enjoy listening to songs, poems and stories • Listen carefully and identify familiar words in songs, poems and simple stories • Follow simple classroom instructions 	<ul style="list-style-type: none"> • Begin to link written and spoken words through using classroom display, whiteboard etc. 	<ul style="list-style-type: none"> • Participate in songs and stories, and games • Answer simple, familiar questions 		
	Listening	Reading	Speaking	Writing	Grammar
By the end of year 2	<ul style="list-style-type: none"> • Enjoy listening to songs, poems and stories • Listen carefully and identify familiar words in songs, poems and simple stories • Follow simple classroom instructions • Begin to spot patterns of sounds in familiar 	<p>Increased understanding of familiar words and phrases in the written form, such as numbers, colours and greetings</p>	<ul style="list-style-type: none"> • Participate in songs and stories, and games • Ask and answer simple, familiar questions • Speak with more confidence and greater spontaneity 	<ul style="list-style-type: none"> • Begin to write familiar words and short phrases with support 	<ul style="list-style-type: none"> • Begin to spot grammatical patterns (such as masculine/feminine nouns, position of adjectives and agreement etc.)

	words and phrases				
	Listening	Reading	Speaking	Writing	Grammar
By the end of year 3	<ul style="list-style-type: none"> • Enjoy listening to songs, poems and stories • Listen carefully and identify familiar words in songs, poems and simple stories • Recognise, with confidence frequently used vocabulary and phrases, such as numbers 1-20, colours, greetings, introduction etc. • Follow simple classroom instructions 	<ul style="list-style-type: none"> • Identify familiar words in a short text and give their meaning in English • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board • Read aloud and understand a simple conversation with a partner that uses familiar language • Begin to use a bilingual dictionary to check the meaning of new words 	<ul style="list-style-type: none"> • Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements • Pronounce familiar language well with good intonation • Ask and answer questions on a limited range of topics such as name, age, family members and pets which they have practised often 	<ul style="list-style-type: none"> • Complete a simple gapped text by adding three or four familiar words • Write two or three sentences on a familiar topic using a writing frame and a word bank • Begin to write a few familiar words from memory and know that all attempts will be valued 	<ul style="list-style-type: none"> • Notice (where relevant) that the definite/indefinite article changes according to gender of the noun • Notice differences in word order
	Listening	Reading	Speaking	Writing	Grammar
By the end of year 4	<ul style="list-style-type: none"> • Continue to enjoy listening to songs, rhymes and stories • Identify specific phonemes, words and phrases • Recognise numbers 1- 	<ul style="list-style-type: none"> • Understand a short text using familiar language and be able to extract information to give simple answers in Spanish 	<ul style="list-style-type: none"> • Join in speaking activities willingly and confidently • Recall simple vocabulary such as colours, foods, numbers 	<ul style="list-style-type: none"> • Write a few sentences using word banks and writing frames for support • Write two or three simple sentences from memory and know how to 	<ul style="list-style-type: none"> • Understand the importance of gender in singular and plural nouns and check gender in a dictionary • Use high-frequency adjectives with

	<p>31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations</p> <ul style="list-style-type: none"> • Listen to a short text using familiar vocabulary and answer simple questions in English • Respond to a wide range of classroom instructions) 	<p>and more complex answers in English</p> <ul style="list-style-type: none"> • Follow a text displayed in the classroom at the same time as listening to it • Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols, such as accents and tilde, exist in Spanish and that these affect the pronunciation of words • Further develop dictionary skills 	<p>and, with practice and support, begin to use this vocabulary to build sentences</p> <ul style="list-style-type: none"> • Ask and answer questions in the 1st, 2nd and 3rd person singular • Recite a few lines from a poem, story or song with good pronunciation • Have a short conversation with a partner or in a group 	<p>apply strategies to help with memorization</p> <ul style="list-style-type: none"> • Show willingness to have a go at writing new words using phonic knowledge 	<p>reasonable accuracy ie word order and endings</p> <ul style="list-style-type: none"> • Apply understanding of conjugation to two or three familiar verbs in the present tense
<p>By the end of year 5</p>	<ul style="list-style-type: none"> • Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points • Identify specific sounds in 	<ul style="list-style-type: none"> • Work well with a partner to work out a short text containing familiar and unfamiliar language • Enjoy the challenge of working out the 	<ul style="list-style-type: none"> • Use spontaneously, a limited range of phrases and sentences to seek clarification and help • Use simple conjunctions to create more 	<ul style="list-style-type: none"> • Write three or four sentences using word/phrase bank • Write more interesting sentences by adding one or two simple conjunctions 	<ul style="list-style-type: none"> • Explain confidently the word order for familiar adjectives • Adapt endings to familiar adjectives with increasing accuracy • Have some

	<p>familiar and unfamiliar words</p> <ul style="list-style-type: none"> • Enjoy the challenge of meeting unfamiliar language 	<p>meaning of unfamiliar language</p> <ul style="list-style-type: none"> • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation • Apply phonic knowledge when meeting new words 	<p>complex sentences</p> <ul style="list-style-type: none"> • Have the vocabulary to give the opinions they want to express • Perform a role play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation • Give constructive feedback to classmates 	<ul style="list-style-type: none"> • Personalise a text by changing one or two elements • Use a bilingual dictionary and word bank to check spelling • Attempt to write two or three sentences from memory using familiar language 	<p>understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense</p> <ul style="list-style-type: none"> • Explain with confidence how to form the negative in simple sentences
<p>By the end of year 6</p>	<ul style="list-style-type: none"> • Understand that some sounds and letter combinations need to be said and written differently from English • Listen to spoken foreign language for details and gist, identify key points and some detail • Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language • Follow a wide range of classroom instructions 	<ul style="list-style-type: none"> • Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents and tilde exist in Spanish, why they exist and what they do • Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2 • Understand 	<ul style="list-style-type: none"> • Take part in a simple conversation, ask and answer questions and express opinions • Retrieve numbers up to 50 with accuracy and numbers up to 100 with increasing accuracy • Use spoken language confidently to initiate and sustain simple conversation • Present simple information on a familiar topic to the class • Use peer and self assessment strategies to support learning • Recite a short piece of narrative from memory with increasing 	<ul style="list-style-type: none"> • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high-frequency adjectives • Use peer and self assessment strategies to support learning 	<ul style="list-style-type: none"> • Understand the importance of gender in singular and plural nouns and check gender in a dictionary • Use high-frequency adjectives with reasonable accuracy ie word order and endings • Apply understanding of conjugation to two or three familiar verbs in the present tense

	<ul style="list-style-type: none"> Be confident and open to understanding very familiar language spoken by someone other than their teacher (ie their new teacher in year 7) 	<p>d some key points and some detail in short written texts in familiar contexts and be able to give simple answers in Spanish and more complex answers in English</p> <ul style="list-style-type: none"> Understand key points in short written texts in unfamiliar contexts Use the dictionary to find the meanings of new words and be able to create new sentences with increasing accuracy 	<p>confidence</p> <ul style="list-style-type: none"> Use a range of questions and statements spontaneously to seek clarification and help Understand the term 'conjugation' and what it means when looking at verbs in the present tense 		
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