

Spanish at Woodcroft
The Expanding Worlds Curriculum

Rationale (National Curriculum Purpose of Study)

At Woodcroft, we learn Spanish and follow the Languages programme of study outlined in the National Curriculum. The aim of our curriculum is to ensure 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 that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Click here to access the statutory programmes of study and attainment targets for languages at key stages 2 and 3: [National curriculum in England: languages programmes of study - GOV.UK](https://www.gov.uk/national-curriculum-in-england/languages-programmes-of-study)

Curriculum resources

At Woodcroft we utilise a range of different teaching materials to support our Spanish curriculum. Our main resource is 'Language Angels'. This is a complete suite of teaching resources provided for every lesson in the primary phase.



Curriculum unit organisation

We have mapped out our topics in line with the National Curriculum, the sequence of units is listed in the [Woodcroft Scope](#).

Language Learning Skills Progression By Year Group					
Year 1	Year 2	Year 3	Year 4 <small>(Assuming at least 1 year of previous foreign language learning)</small>	Year 5 <small>(Assuming at least 2 years of previous foreign language learning)</small>	Year 6 <small>(Assuming at least 3 years of previous foreign language learning)</small>

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group:

Nursery Rhymes	Colours & Numbers	Phonics Lesson 1	Phonics Lesson 2	Phonics Lesson 3	Phonics Lesson 4
Salutations	Shapes	I Am Learning...	Presenting Myself	Pets	At School
		Musical Instruments / Ancient Britain	Family	Date	Weekend
		Fruits or Vegetables	My Home / In Class	Clothes	Me In The World / Vikings

We teach 6 discrete 45 minute lessons per half term.

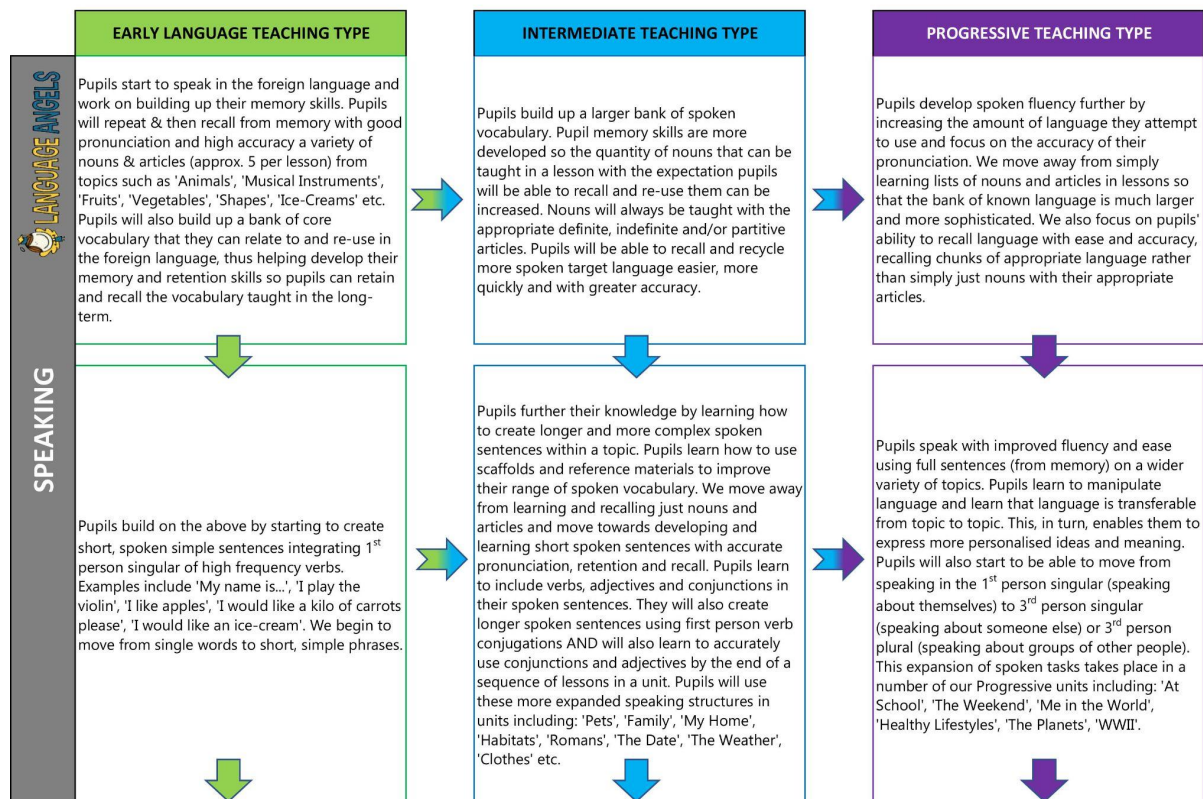
Progression of skills

Skills have been mapped across each year group.

	Year 1	Year 2	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano', 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

The progression of skills can also be developed according to pupil proficiency levels, and linked to the increased cognitive challenge of each milestone. Starting with 'Early Language' in Milestone 1 (BASIC), Intermediate Language in Milestone 2 (ADVANCING) and Progressive Language in Milestone 3 (DEEP)

Progression Map Through The Various Language Angels Teaching Types



Note: All pupils will start at Early Language to begin with. Proficiency will develop over the years.

What do Spanish lessons at Woodcroft look like?

The structure of lessons will vary based on the topic, year group and the individual needs of the children in the class. However, a typical lesson will include:

1. Key vocabulary (songs) - repetition throughout the week
2. Reference to prior knowledge - 5 mins
3. Input of new information - 25 mins
4. Guided practise and independent practice (activities) - 15 mins

Key documents and references

- **National Curriculum:** [National curriculum in England: languages programmes of study - GOV.UK](#)