



Stanhope Primary School



Progression of Knowledge and Skills in Spanish

Spanish

Intent

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures'. (National Curriculum 2014)

At Stanhope Primary School, it is our intent that all pupils, regardless of background and ability, have access to a broad, balanced and exciting modern foreign language curriculum. Through the delivery of learning opportunities that inspire all children to succeed, it is our intent that:

- Children will improve their resilience in learning a new language as well as securing an enjoyment of it through a challenging scheme of work, The Complete Course in Primary Spanish (North Tyneside).
- Have opportunities to share their own individual experiences of Spanish life and culture.
- Foster a pleasure and appreciation of both Spanish and Latin culture.
- Secure language-learning approaches for memory and retrieval as well as for listening, reading and understanding.
- Develop an awareness of how to use a bi-lingual dictionary to decode unfamiliar Spanish vocabulary.
- Be able to use the Spanish language to speak or write sentences imaginatively utilising prior knowledge of grammar and key features; with and without a dictionary.
- Understand the significance of the Spanish language and where the Spanish language is spoken throughout the world.
- Have a solid understanding of the key sounds of the Spanish language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud.
- Appreciate and be able to copy the sound of the language through the delivery of songs, stories and rhymes.
- Create a deeper understanding of cultural differences and similarities.
- Exhibit significant development in learning Spanish and work towards or meet the targets of the KS2 Programme of Study of modern foreign languages.
- Enjoy exploring language through a range of different activities.
- Develop the ability to use language for their own purpose.
- Develop increasing confidence in speaking Spanish.

Subject

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units				Where is Spain? How do you get there? Capital city/ compare with London Greetings Classroom Commands Numbers 0 – 12 Classroom Objects Describing the weather Alphabet	Numbers 31 – 40 Names of pets Revision of masculine and feminine nouns Opinions about pets Revision of plural of nouns Masculine and feminine of adjectives	Revision of numbers to 60 Telling the Time: half past, quarter past and to; analogue and digital Revision of verbs for daily routines, ar verb endings Conjunctions and adverbs of time, making longer sentences Learning names of school subjects and about school in Spain	Learning the names of clothes Learning about fashion in Spain and differences between Spain and England Revising adjectives of colour, size and quality and adjective agreement Describing clothes and expressing opinions of them The Present Tense of the verb llevar using

				<p>Age</p> <p>Where you live (town & country)</p> <p>Numbers 13 – 20</p> <p>Days of the week</p> <p>Describing members of the family</p> <p>Reading and writing a letter about my family</p> <p>Numbers 21 – 30</p> <p>Colours & preferences</p> <p>Asking and answering questions</p> <p>The story of 'Sleeping Beauty'</p>	<p>Adjectives: colour, size and quality</p> <p>Writing a description of pets</p> <p>Stories: in the Pet shop/ 'I haven't got any friends'</p> <p>Reading & writing an animal colour poem</p> <p>Telling time</p> <p>Daily Routines</p> <p>AR verbs</p> <p>Reading and writing a letter about a typical day</p> <p>Numbers 41 – 60</p> <p>Months of the year and Festivals</p> <p>Dates & Birthdays</p> <p>Seasons and revision of weather</p> <p>Learning a weather poem & writing a verse</p> <p>Countries surrounding Spanish and the location of Spanish towns</p> <p>Revision of vivo</p> <p>Question words and question forms</p> <p>Present Tense of verb ir (singular forms)</p> <p>Information about Madrid Points of the compass</p>	<p>Preferences & opinions about school subjects</p> <p>Reading & writing letters about school subjects using complex sentences</p> <p>How to ask for drinks & snacks</p> <p>Understand and express likes and dislikes about drinks & snacks</p> <p>Learning how to shop using euros</p> <p>Having a conversation to buy ice creams</p> <p>How to buy different types of bread</p> <p>Making a shopping list and planning a party</p> <p>Learning the names of body parts and Brain Gym</p> <p>The Present Tense of the verb tener</p> <p>Writing a description of a monster</p> <p>Learning the names of sports and about sport in Spain</p> <p>Giving opinions of sports and agreeing and disagreeing with statements</p> <p>Reading & writing a letter about sports</p> <p>Story of Paco y Pepe and using negatives</p>	<p>positive and negative statements</p> <p>Trying on & buying clothes and developing the role play into a play script</p> <p>What to wear in different kinds of weather (complex sentences)</p> <p>Rooms and furniture in the house</p> <p>Prepositions expressing position</p> <p>Common verbs linked to rooms in the house</p> <p>Question forms and answers</p> <p>Writing a description of a fantasy house</p> <p>Places in town and asking for directions using al/ a la; The Present Tense of ir</p> <p>Describing your local area, including positive and negative statements</p> <p>Learning more detail about a town in Spain: Rioja or Salamanca to produce a leaflet or powerpoint</p> <p>Creating a passport with personal details</p> <p>Drawing up a travel itinerary (CC: Geography)</p> <p>Using prepositions to describe the location of Peru (CC: Geography)</p> <p>Comparisons of Peru and Tyneside (CC: Geography)</p> <p>Written/oral presentation about Peru (CC: Geography)</p>
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					Describing one's home town Sending a postcard from a holiday destination		CLIL Transition units Frida Kahlo La historia de España La tomatina Los desastres naturales Los toros Peru
More Able Challenge & End Points Mastery	KS2 Listening: Children can understand classroom commands, questions, statements and everyday words. They will begin to understand native speaking. Speaking: Children will speak with confidence, whilst being encouraged to not be shy whilst enjoying and embracing languages. They will begin to speak in sentences, ask questions and convey meaning clearly. Reading: Children will read and understand short phrases, progressing to longer texts. Develop a good word bank of their own and read and understand individual words. Writing: Children will write familiar words from memory and attempt to spell these words with a degree of accuracy. They will create sentences of their own using support from displays, textbooks, exercise books and dual language dictionary.			Years 1-6 Pupils who excel in the MFL curriculum objectives or are identified as having a specific talent or passion in languages will be supported and encouraged to reach their potential and access the best support possible. How to achieve this: <ul style="list-style-type: none"> • Encourage access to extracurricular MFL clubs ran by school • Signpost families to external learning support sites • Provide opportunities for children to share their language skills both written and verbally • Teach children about the culture of Spain in order to engage and inspire them • Use cross curricular opportunities that will support them to reach their potential 			
End Points & Support for Least Able Children working below ARE	With support, pupils can: <ul style="list-style-type: none"> • engage in a range of activities which will encourage listening and speaking of the Spanish language • use a range of resources to support progression and development • join in with class activities both individually and as part of a group • access dual language dictionaries to support vocabulary knowledge • follow instructions throughout lessons to enhance learning experience 			With (or without) specific support, pupils can: <ul style="list-style-type: none"> • Engage in speaking and listening activities, singing and games activities alongside their peers • Identify an aspect of MFL that they enjoy • Develop a basic understanding of the culture surrounding languages around the world • Follow instructions that enhance learning experiences <p>Children who are identified as working below ARE in MFL may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Plan; elements of which may be recommended by external agencies.</p> <p>It is also important to recognise that children identified as having SEND may not always be least able in MFL and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers.</p> How to achieve this: <ul style="list-style-type: none"> • Teachers adapt, modify and/or alternative activities that offer an equivalent degree of challenge to the activities provided in The Complete Course in Primary Spanish (North Tyneside) Scheme to ensure all the pupils make progress. • Target specific support to children who may need to take part in certain activities. • For some activities, 'differentiated' activity may be provided for pupils with SEN and/or disabilities. 			

		<ul style="list-style-type: none"> • Break activities down into smaller steps to ensure all children are the given best possible opportunity to succeed. • Give clear and concise instructions, modelling skills and activities to support children to understand expectations and process what they are being asked to do.
<p>SEND: Engagement Model</p> <p>Children working below NC Level</p>		<p>For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards, children will be supported in the following ways</p> <p>The three main areas of support and assessment are:</p> <ul style="list-style-type: none"> • Innovate - innovation through questioning, lesson activity and differentiation • Focus – focus upon the strengths of individuals • Achieve - students to strive to achieve their best <p>This model will be used alongside children’s individual EHCP and Pupil Progress Plans to plan for and assess children’s progression across the bespoke curriculum that they are able to access in line with their strengths and needs.</p>