



# Progression in Spanish at Harry Hotspur CE Primary School



## SPANISH

### National Curriculum Expectations

#### Purpose of Study

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 history 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 that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.



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Statutory and Non-Statutory Frameworks KS2 only:

LKS2		UKS2	
Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>			
Pupils should be taught to:			
<ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li><li>• present ideas and information orally to a range of audiences*</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions orally* and in writing</li><li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li></ul>			
The starred (*) content above will not be applicable to ancient languages.			



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### Languages (Spanish) at St Michael's CE Primary School

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Pupils show resilience in developing the ability to communicate, including key skills of speaking and listening and extends pupils' knowledge of how language works. Learning another language gives children a new perspective on the world, taking responsibility for communicating with others in their own language and encouraging them to respect their own culture and that of others.



#### Big Ideas

**How languages work-** pupils understand the elements of language and lay the foundations for future language learning.

**Developing key skills-** pupils understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

**Making substantial progress-** pupils learn Spanish throughout KS2 allowing them to gain a thorough and in depth understanding of the National Curriculum content

*'You live a new life for every language you speak. If you only know one language, you only live once.'*

Czech Proverb



#### Links with other subjects

##### English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

##### Maths

- Number, measuring, direction, handling data

##### Geography

- Understanding of place

#### Pedagogy

- Low stakes quizzing for term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

#### Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

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Long term plan over a 2-year cycle:

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>LKS2 Azul and amarillo</p>	<p style="color: #9c27b0; text-decoration: underline;">Autumn Term</p> <p>Half-term 1: <b>Describing me and others</b></p> <p>Half-term 2: <b>Saying what I and others have</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p><b>Vocabulary:</b> adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p><b>Grammar:</b> estar (singular) for location &amp; temporary state, ser (singular) for permanent traits &amp; origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>		<p style="color: #9c27b0; text-decoration: underline;">Spring Term</p> <p>Half-term 1: <b>Saying what I and others do</b></p> <p>Half-term 2: <b>Saying how many and describing things</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are:</p> <p><b>Vocabulary:</b> verbs and nouns to describe a range of activities, numbers 1-12,</p> <p><b>Grammar:</b> -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>		<p style="color: #9c27b0; text-decoration: underline;">Summer Term</p> <p>Half-term 1: <b>Describing things and people</b></p> <p>Half-term 2: <b>Expressing likes and saying what I and others do</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are:</p> <p><b>Vocabulary:</b> adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months</p> <p><b>Grammar:</b> revisit hay, regular plural marking on nouns (-es), revisit definite articles &amp; adjective agreement, plural definite articles, using amar   odiar + definite article, revisit intonation question</p>	



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Rojo and verde	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	<p>Half-term 1: <b>Describing me and others</b></p> <p>Half-term 2: <b>Saying what I and others have</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p><b>Vocabulary:</b> adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p><b>Grammar:</b> estar (plural) for location &amp; temporary state, ser (plural) for permanent traits &amp; origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives,</p>	<p>Half-term 1: <b>Saying what I and others do</b></p> <p>Half-term 2: <b>Saying where you are going and what there is there</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p><b>Vocabulary:</b> verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p><b>Grammar:</b> -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation</p>	<p>Half-term 1: <b>Saying what activities I and others do</b></p> <p>Half-term 2: <b>Saying what I and others like/dislike, want and have to do</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p><b>Vocabulary:</b> words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p><b>Grammar:</b> hacer (singular/plural), jugar (singular/plural), two-verb structures - amar   odiar, querer   deber   poder (singular) + infinitive, revisit intonation and WH-questions</p>



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	intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no	with no, verb IR (singular), contractions del, al	
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### Skills Progression (Spanish only in KS2)

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	<b>Recognition &amp; Production</b> (Sound (L) to print (W))	I have learnt the SSC and phonics key words and remember them. I can match the Spanish SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
	<b>Recognition &amp; Production</b> (Print (R) to sound (S))	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.
Vocabulary	<b>Understanding</b> (Aural (L) / Written (R))	I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.	I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.	I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.	I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.



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Grammar <sup>1</sup>		<p><b>Production</b> (Oral (S) / Written (W))</p> <p>I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p>I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>
		<p><b>Understanding</b> (Aural (L) / Written (R))</p> <p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas</p>		<p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular -AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas</p>	
		<p><b>Production</b> (Oral (S) / Written (W))</p> <p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ESTAR, SER, TENER, HAY, regular -AR and -ER, singular adjective agreement and position (-o, -a, -e, -z), regular plural noun marking (-s, -es), intonation questions, WH-questions with dónde, cómo, qué, cuántos, cuántas</p>		<p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, regular -AR and -ER verbs, singular IR, 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas</p>	

<sup>1</sup> The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

**Key: L (Listening), S (Speaking), R (Reading), W (Writing)**





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### Promoting SMSC and British Values in Spanish

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases.</li> <li>• Pupils get excited about learning a new language.</li> <li>• All pupils are at the same starting point and it allows them to build a foundation for their next step in MFL.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language.</li> <li>• Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of inviting guest speakers into Spanish lessons after clearance from SLT, e.g. Spanish speaking pupils from local universities.</li> </ul>	<ul style="list-style-type: none"> <li>• In learning a MFL from another culture pupils begin to appreciate the similarities and differences between Spain and Britain.</li> <li>• Pupils explore famous landmarks and the history and heritage linked to these landmarks in Britain and Spain.</li> </ul>

Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> <li>○ The process of facilitating classroom debates in Spanish can be used to link to democracy as they should allow all opinions to be heard in a respectful way.</li> <li>○ Both texts, audio or video chosen, written tasks and discussions which take place all present opportunities to compare political systems and improve the level of understanding of the British system while exploring the political</li> </ul>	<ul style="list-style-type: none"> <li>○ In Spanish topics can be chosen which enable discussion of the legal system and which in discussion in Spanish or English allow a discussion of the difference between the British political system and that found in any various Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>○ Group and one to one discussion and the use of materials may give the opportunity to discuss the extent of individual liberty in the UK and any of various Spanish speaking countries.</li> <li>○ Pupils will also explore choices in terms of future education choices and careers.</li> </ul>	<ul style="list-style-type: none"> <li>○ In Spanish classes, there will be opportunities to discuss tolerance and mutual respect through class discussions and the choice of materials which are studied. In addition, the pupil code of conduct is the basis for pupil behaviour.</li> <li>○ Good working relationships in the classroom promotes effective learning. These are based on mutual respect and tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>○ British values are defined as including: “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”. This includes having MLF lessons which complies with the Equality Act 2010 and preventing discrimination against those with protected characteristics, such as race, religion or belief.</li> </ul>



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systems in Spanish speaking countries.				
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