



Modern Foreign Languages - Spanish

Intent

At Chew Stoke Church School, our Spanish curriculum aims to develop curious, confident learners who have an enthusiastic, positive attitude to learning other languages. We intend to provide an introduction to the culture of Spanish-speaking countries and communities in order to foster children's curiosity and help deepen their understanding of the world, encouraging them to go on to become life-long language learners. We place a strong emphasis on developing speaking and listening skills, providing opportunities for them to interact and communicate with others. In Upper Key Stage 2, children will begin to develop reading and writing skills, gradually progressing to more complex language concepts.

Implementation

In KS1, pupils may be informally introduced to other languages through, for example, daily greetings and counting. As a multicultural school, young children have the opportunity to gain experience of other languages through their peers.

Spanish teaching begins in KS2. Our lessons are based on the Twinkl scheme of work, which provides progressive coverage of skills through logical sequences of lessons. There is plenty of opportunity for revision of prior learning as well as the introduction of new skills, vocabulary and grammar. These resources are adapted to the needs of our pupils, ensuring that our weekly lessons are engaging and accessible to all. Covering a range of day-to-day topics, pupils learn to understand spoken and written Spanish and to communicate in Spanish with increasing confidence and fluency.

Impact

At Chew Stoke Church School, children develop a greater understanding of other languages and cultures through our Spanish curriculum and enjoy the challenges associated with speaking, listening to, reading and writing another language. They develop confidence in their communication skills and demonstrate progression as they move through KS2, showing a positive attitude to learning other languages at secondary school. We aspire to have an impact not only in inspiring a love of Spanish but an eagerness to learn and learn about other languages and cultures, which is vitally important in our increasingly multicultural world.

Progression of skills within Spanish

	Lower KS2	Upper KS2
Listening and Speaking (Oracy)	<p>Children can listen attentively to spoken language and show understanding by joining in and responding, for example...</p> <ul style="list-style-type: none"> repeating modelled words and short phrases listening and showing understanding of words and short phrases 	<p>Children can listen attentively to spoken language and show understanding by joining in and responding, for example ...</p> <ul style="list-style-type: none"> listening and showing understanding of simple sentences containing familiar words listening and understanding the main points from short, spoken material in Spanish
	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help, for example...</p> <ul style="list-style-type: none"> recognising and responding to simple, familiar questions asking and answering simple, familiar questions expressing simple opinions such as likes, dislikes and preferences 	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help, for example...</p> <ul style="list-style-type: none"> engaging in short conversations using a range of simple, familiar questions asking and answering more complex questions using a scaffold of responses expressing a wider range of opinions conversing briefly without prompts
	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures, for example...</p> <ul style="list-style-type: none"> naming objects and actions, sometimes using a simple connective using familiar vocabulary to say short sentences using a language scaffold speaking about everyday activities and interests 	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures, for example...</p> <ul style="list-style-type: none"> saying longer sentences using familiar language saying several longer sentences using familiar language and a language scaffold speaking about everyday activities and interests, recent activities and future plans begin to vary language and produce extended responses
	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases, for example...</p> <ul style="list-style-type: none"> identifying individual sounds in words and pronouncing them accurately when modelled starting to recognise the sound of some letter strings in familiar words and pronouncing them accurately when modelled adapting intonation to ask questions or give instructions showing awareness of accents and beginning to pronounce words accordingly 	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases, for example...</p> <ul style="list-style-type: none"> pronouncing familiar words accurately and with increasing confidence, using knowledge of letter string sounds to support and observing silent letter rules starting to predict the pronunciation of unfamiliar words in a sentence adapting intonation, for example to mark questions and exclamations
	<p>Children present ideas and information orally to a range of audiences, for example...</p> <ul style="list-style-type: none"> naming nouns and presenting a simple rehearsed statement to a partner presenting simple, rehearsed statements about themselves, objects and people to a partner presenting ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people 	<p>Children present ideas and information orally to a range of audiences, for example...</p> <ul style="list-style-type: none"> choosing and using familiar language to present ideas and information in simple sentences presenting a range of ideas and information, using prompts, to a partner or a small group of people beginning to present a range of ideas and information, without prompts, to a partner or a group of people
	<p>Children describe people, places, things and actions orally, for example...</p> <ul style="list-style-type: none"> saying simple familiar words to describe people, places, things and actions using a model saying a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold beginning to say one or two short sentences that may contain an adjective to describe people, places, things and actions without a language scaffold 	<p>Children describe people, places, things and actions orally, for example...</p> <ul style="list-style-type: none"> saying several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold choosing and using familiar language to describe people, places, things and actions, maybe using a dictionary using a wider range of descriptive language in their descriptions of people, places, things and actions

Reading and Writing (Literacy)	<p>Children read carefully and show understanding of words, phrases and simple writing, for example...</p> <ul style="list-style-type: none"> • reading and showing understanding of familiar single words • reading and showing understanding of simple phrases and sentences containing familiar words 	<p>Children read carefully and show understanding of words, phrases and simple writing, for example...</p> <ul style="list-style-type: none"> • reading and showing understanding of simple sentences containing familiar and some unfamiliar language • reading and understanding the main points from short, written material • reading and understanding the main points and some detail from short, written material
	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, for example...</p> <ul style="list-style-type: none"> • using strategies for memorisation of vocabulary • making links with English or known language to work out the meaning of new words • using context to predict the meaning of new words • beginning to use a bilingual dictionary to find the meaning of individual words in Spanish and English 	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, for example...</p> <ul style="list-style-type: none"> • using a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) • using a bilingual dictionary to identify the word class • use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English
	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases, for example...</p> <ul style="list-style-type: none"> • identifying individual sounds in words and pronouncing them accurately when modelled • starting to read and recognise the sound of some letter strings in familiar words and pronouncing them accurately when modelled • adapting intonation to ask questions or give instructions and identifying differences between Spanish and English punctuation • showing awareness of accents and beginning to pronounce words accordingly 	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases, for example...</p> <ul style="list-style-type: none"> • reading and pronouncing familiar words accurately and with increasing confidence, using knowledge of letter string sounds to support and observing silent letter rules • starting to predict the pronunciation of unfamiliar words in a sentence • adapting intonation, for example to mark questions and exclamations in a short, written passage
	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly, for example...</p> <ul style="list-style-type: none"> • writing single familiar words from memory with understandable accuracy • writing familiar short phrases from memory with understandable accuracy • replacing familiar vocabulary in short phrases written from memory to create new short phrases 	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly, for example...</p> <ul style="list-style-type: none"> • writing a simple sentence from memory using familiar language • writing several sentences from memory using familiar language with understandable accuracy • replacing vocabulary in sentences written from memory to create new sentences with understandable accuracy
	<p>Children describe people, places, things and actions in writing, for example...</p> <ul style="list-style-type: none"> • copying simple familiar words to describe people, places, things and actions using a model • writing a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold • writing one or two simple sentences that may contain an adjective to describe people, places, things and actions 	<p>Children describe people, places, things and actions in writing, for example...</p> <ul style="list-style-type: none"> • writing several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold • choosing and using familiar language to describe people, places, things and actions, maybe using a dictionary • using a wider range of descriptive language in their descriptions of people, places, things and actions
Stories, Songs, Poems and Rhymes	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, for example...</p> <ul style="list-style-type: none"> • listening to and identifying specific words in songs and rhymes and demonstrating understanding • listening to and identifying specific phrases in songs and rhymes and demonstrating understanding 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, for example...</p> <ul style="list-style-type: none"> • listening to and identifying rhyming words and specific sounds in songs and rhymes • following the text of familiar songs and rhymes, identifying the meaning of words • reading the text of familiar songs and rhymes, identifying patterns of language and linking sound to spelling
	<p>Children appreciate stories, songs, poems and rhymes in the language, for example...</p> <ul style="list-style-type: none"> • joining in with actions to accompany familiar songs, stories and rhymes • joining in with words of a song or storytelling 	<p>Children appreciate stories, songs, poems and rhymes in the language, for example...</p> <ul style="list-style-type: none"> • following the text of a familiar song or story • following the text of a familiar song or story and singing or reading aloud • understanding the gist of an unfamiliar story or song using familiar language and singing or reading aloud.

Grammar

Children 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, for example...

- showing awareness of word classes – nouns, adjectives, verbs and connectives – and being aware of similarities in English
- naming the gender of nouns; naming and using correctly the indefinite (*un/una; unos/unas*) and definite (*el/la; lo; los/las*) articles for both genders; saying how to make the plural form of nouns
- using the correct form of some regular and high frequency verbs in the present tense in first (*yo*) and second (*tu*) person and comparing these with English
- using the present tense of some high frequency verbs in the third person singular (*el/ella*)
- using a simple negative form
- showing awareness of the position and masculine/feminine agreement of adjectives and starting to demonstrate use
- recognising and use the first person possessive determiners (*mi, mis*)
- recognising a high frequency verb in the imperfect tense and in the simple future and using it as a set phrase
- conjugating a high frequency verb (*ir – to go*) in the present tense and showing awareness of subject-verb agreement
- using simple prepositions in their sentences
- using the verb ‘ser’ (*to be – permanent*) in the present tense in the third person singular and plural
- using the present tense of the verb ‘estar’ (*to be – temporary feelings and situations*) in a set phrase to introduce singular and plural nouns
- using the present tense of the verb ‘gustar’ (*to like*) in the first person singular with singular and plural nouns

Children 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, for example...

- identifying word classes
- demonstrating understanding of gender and number of nouns and using appropriate determiners
- explaining and applying the rules of position and agreement of adjectives with increasing accuracy and confidence
- naming and using a wider range of conjunctions to create compound sentences
- using some adverbs
- using some regular and high frequency verbs in present tense in the first, second and third person singular, applying subject-verb agreement
- using the verb ‘estar’ (*to be – physical or geographical location*) to locate places, things or people
- recognising and using the simple future tense of a high frequency verb and comparing these with English
- recognising and using the immediate future tense of familiar verbs in the first, second and third person singular and explaining how it’s formed
- recognising and using the first and third person singular possessive determiners (*mi, mis, su, sus*)
- recognising and using a range of prepositions
- using the third person plural of a few high frequency verbs in the present tense
- conjugating a high frequency verb in the present tense
- recognising and using a high frequency verb in the perfect tense and comparing this with English
- following a pattern to conjugate a regular verb in the present tense
- choosing the correct tense of a verb (present/perfect/imperfect/future) according to context

Curriculum Map – Spanish (MFL)

	Cycle	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Woodpecker Class	A	Meet and Greet (Twinkl Y3:U1) Día de Muertos (Day of the Dead)* iNavidad! (Christmas!)		My Body (Twinkl Y3:U2) El Día de los Reyes (Kings' Day) 5-6 Jan		Time to Eat (Twinkl Y3:U3) Cumpleaños (birthdays) - 'Cumpleaños Feliz' (song) - will need input re. larger numbers / months if looking at dates	
	B	Meet and Greet (Twinkl Y3:U1) Recap - adapted as necessary depending on class make-up** The People Around Me (Twinkl Y3:U4) Día de Muertos (Day of the Dead)* iNavidad! (Christmas!)		All About School (Twinkl Y3:U5) El Día de los Reyes (Kings' Day) 5-6 Jan		Tell Me When (Twinkl Y3:U6) Cumpleaños (birthdays) - included as part of 'Tell Me When' unit	
Fox Class	A	Recap greetings and key questions** My Town (Twinkl Y4:U1) Día de Muertos (Day of the Dead)* iNavidad! (Christmas!)		Let's Go! (Twinkl Y4:U2) El Día de los Reyes (Kings' Day) 5-6 Jan		Shopping (Twinkl Y4:U3) Cumpleaños (birthdays)	
	B	Recap greetings and key questions** The Wider World (Twinkl Y4:U4) Día de Muertos (Day of the Dead)* iNavidad! (Christmas!)		My Routine (Twinkl Y4:U5) El Día de los Reyes (Kings' Day) 5-6 Jan		Free Time (Twinkl Y4:U6) Cumpleaños (birthdays)	
Badger Class	A	Recap greetings and key questions** All About Me (Twinkl Y5:U1) Día de Muertos (Day of the Dead)* iNavidad! (Christmas!)		The Way We Look (Twinkl Y5:U2) El Día de los Reyes (Kings' Day) 5-6 Jan		Eating Out (Twinkl Y5:U3) Cumpleaños (birthdays)	
	B	Recap greetings and key questions** My World (Twinkl Y5:U4) Día de Muertos (Day of the Dead)* iNavidad! (Christmas!)		In the Classroom (Twinkl Y5:U5) El Día de los Reyes (Kings' Day) 5-6 Jan		Our Past (Twinkl Y5:U6) Cumpleaños (birthdays)	

*Optional 'festivities/celebrations' lesson opportunities. Own planning / co-ordination with other KS2 teachers may be necessary.

**Greetings and Key Questions (basics covered in Y3 'Meet and Greet' unit)

Hola		Hello	
Buenos días		Good morning	
Buenas tardes		Good afternoon	
Buenas noches		Good evening / good night	
Adiós		Goodbye	
¿Que Tal?		How are you?	(Informal – to friends)
(Muy) bien		(Very) well	
(Muy) mal		(Very) bad	
Asi asi / regular		So so / okay	
Estupendo		Great	Lots of other adjectives possible
Fatal		Terrible	
<u>More advanced:</u>			
¿Como estas?		How are you?	(More formal)
¿Como estas?		How are you?	(Formal)
(Muy) Cansada/o		(Very) tired	(Feminine/masculine)
Un poco...		A little...	
...y...		...and...	
...pero...		...but...	
¿Cómo te llamas?		What is your name?	(Literally – How are you called?)
Me llamo...		My name is...	(Literally – I am called...)
¿Cuántos años tienes?		How old are you?	(Literally – How many years do you have?)
Tengo ___ años		I am ___ years old	(Literally – I have ___ years)