

Overview of teaching and learning approach	<p>Throughout the SOW there are opportunities to introduce and practise appropriate Spanish vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in Spanish, to explore and build a secure understanding of Spanish phonics, and to find out more about the culture of the Spanish countries. There is access to native speaker pronunciation in every lesson.</p> <p>Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.</p> <p>Language learning skills and links between languages and literacy are explored age and stage appropriately.</p> <p>Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.</p>			
	Stage One	Stage Two	Stage Three	Stage Four
	Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".	Revisiting and enhancing language learning skills as "language detectives".
Listening	Can understand a few familiar spoken words and phrases	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.
Speaking	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).
Reading	Can recognise and read out a few familiar words and phrases.	Can understand simple written phrases. Can match sounds to familiar written words	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.
Writing	Can write or copy a few simple words or symbols as an emergent writer of the target language.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stage 1	A new start (Greetings, feelings, numbers, colours)	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Fruits and vegetables Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Going on a picnic (Picnic story, food items, polite request) Aliens in Spain (Explore Spain, ask and answer 'where do you live?')
Stage 2	Welcome to school (Recap core language, rooms in a school, classroom objects)	My town, your town (Commands, shops, asking and giving directions)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions)
Stage 3	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)
Stage 4	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)	Performance Time (Comedy sketch - What a waiter! Mocktails, scavenger hunt, Read all about it - Transition to KS3)