



## Overview of Spanish Language Learning Skills

### SUBJECT OVERVIEW

| Language Angels | Early Language Units                                 | Intermediate Language Units                         |  |  | Progressive Language Units |
|-----------------|--|---|--|--|----------------------------|
|                 | Year 3   | Year 4  | Year 5   | Year 6                                   |                            |
| Autumn 1        | Phonetics 1 & I'm Learning Spanish<br>(ch,j,n,ll,rr) | Phonetics 2 & Presenting Myself<br>(ca,ce,ci,co,cu) | Phonetics 3 & Do you have a pet?<br>(ga,ge,gi,go,gu) | Phonetics 4 & (b,v,cc,qu,z)<br>At School |                            |
| Autumn 2        | Animals  | Family  | What is the date?                                    | Regular verbs                            |                            |
| Spring 1        | Fruits   | My Home   | The Weather  | The Weekend                              |                            |
| Spring 2        | Musical Instruments                                  | Habitats  | Clothes  | The Planets                              |                            |
| Summer 1        | Ancient Britain                                      | Classroom   | Romans   | World War II                             |                            |
| Summer 2        | I Can...   | Goldilocks  | Olympics   | Me In The World                          |                            |

Assessment in each of the four key language-learning skills is available in Lesson 6 of each unit – complete Learning Intention sheet upon completion of each unit



| Progression of skills  | Speaking   | Listening  | Reading  | Writing   | Grammar   |
|--|--|--|--|---|---|
| <p><b><u>Year 3</u></b></p> <p><b><u>Early Language Units</u></b></p> <p><b>Phonetics 1 and I'm Learning Spanish</b></p> <p><b>Animals</b></p> <p><b>Fruits</b></p> <p><b>Musical Instruments</b></p> <p><b>Ancient Britain</b></p> <p><b>I Can...</b></p> | <p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself)</p> <p>Speak aloud familiar words or short phrases in chorus</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</p> | <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes and songs)</p> <p>Develop understanding of the sounds of individual letter and groups of letters (phonics)</p> | <p>Recognise and understand familiar written words and short phrases (e.g. basic noun and first person 'I' from of simple verbs) in written text</p> <p>Read aloud familiar words or short phrases in chorus</p> | <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns)</p>                      | <p>Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>  |
| <p><b><u>Year 4</u></b></p> <p><b><u>Intermediate Language Units</u></b></p> <p><b>Phonetics 2 &amp; Presenting Myself</b></p> <p><b>Family</b></p> <p><b>My Home</b></p>  | <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences</p> <p>Present short pieces of information to another person</p>   | <p>Listen for and identify specific words and phrases in</p> <p>Follow a text accurately whilst listen to it being read</p> <p>instructions, stories and songs</p>   | <p>Accurately read and understand familiar write words, phrases and short sentences (e.g.in fairy tales or character/place descriptions)</p> <p>Accurately read a wider range of familiar written words,</p>     | <p>Write familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)</p> | <p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Introduce and use negative form</p> |



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| <p><b>Habitats</b><br/><b>Classroom</b><br/><b>Goldilocks</b></p>  | <p>Apply phonic knowledge to support speaking (also reading and writing)</p>  |  | <p>phrases and short sentences aloud to another person</p>  |   | <p>Begin to look at what a fully conjugated verb looks like</p>   |
| <p><b><u>Year 5</u></b><br/><br/><b><u>Intermediate Language Units</u></b><br/><br/><b>Phonetics &amp; Do you have a pet?</b><br/><b>What is the date?</b><br/><b>The Weather</b><br/><b>Clothes</b><br/><b>Romans</b><br/><b>Olympics</b></p> | <p>Take part in short conversations using sentences and familiar vocabulary<br/>Present to another person or group of people using sentences and authentic pronunciation, gesture and information</p> | <p>Listen attentively and understand more complex phrases and sentences in longer passages of Spanish e.g. instructions given, stories, fairy tales, songs and extended listening exercises)<br/>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions</p> | <p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school)</p>                                    | <p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank)<br/>Use verbs in the correct form (e.g. first person 'I' or third person 'he', 'she', 'you' in their writing to express what they and other people do, like, etc.)<br/>Check spellings with a dictionary</p> | <p>Understand the concept of gender (masculine or feminine) and which article (definite or indefinite) to use correctly with different nouns<br/>Use the negative form, possessives and connectives<br/>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are</p> |
| <p><b><u>Year 6</u></b><br/><br/><b><u>Progressive Language Units</u></b><br/><br/><b>At School</b><br/><b>Regular verbs</b><br/><b>The Weekend</b><br/><b>The Planets</b><br/><b>World War II</b></p>   | <p>Use spoken language with expression and accurate pronunciation<br/>Present to an audience about familiar topics (e.g. role play, presentations or read/repeat from a text or passage)</p>          | <p>Understand the main points in passages of language spoken with authentic pronunciation and speed<br/>Understand and identify longer and more complex phrases and sentences (e.g. descriptions,</p>  | <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercised with set questions, emails, letters from partner school or internet sites</p> | <p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. word bank)<br/>Use verbs in the correct form (e.g. First person 'I' or third person 'he', 'she', 'you' and plurals, 'we'</p>  | <p>Understand the concept of gender (masculine or feminine) and which article (definite or indefinite) to use correctly with different nouns<br/>Understand what the different parts of a conjugated verb looks</p>   |



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| <b>Me in the World</b> | Use connectives to link together what they say so as to add fluency | information, instructions) in listening exercises and be able to answer questions based on what they hear. | in the target language (supervision required) | and 'they' to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. Colour or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant) | like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs Be able to identify and correctly use adjectives (e.g. colour or size) and connectives and understand the concept of adjectival agreement (where relevant) |
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## Content of units

### Year 3

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.

| Early Language Units | Unit  | Speaking   | Listening   | Reading  | Writing                                   | Grammar  |
|----------------------|---|--|---|--|---|--|
| <b>Autumn 1</b>      | <b>Phonetics 1 &amp; I'm learning Spanish</b> | Say colours and numbers 1-10. Role-play on saying how you are and what your name is.           | Listen to model role-plays and infer meaning. Numbers listening exercise.   | Match colours to written form. Match written form of numbers to digits.                          | Create name labels.                       | Phonetics – ch, j, n, ll, rr   |
| <b>Autumn 2</b>      | <b>Animals</b>                                | Be able to say "I am..." plus an animal in foreign language by end of unit.                    | Match sound to animal picture / word / phrase.                              | Match word to animal picture / word / phrase in English.   | Differentiated worksheets in lesson 5.    | Introduction of gender via the indefinite article and first person singular of the verb 'to be'.                                     |
| <b>Spring 1</b>      | <b>Fruits</b>                                 | Name 10 fruits and say "I like..." and "I don't like..." plus a fruit by end of unit.          | Match sound to picture / word / phrase. Understanding slightly longer text. | Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5. | Differentiated worksheets in all lessons. | Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form. |
| <b>Spring 2</b>      | <b>Musical Instruments</b>                    | Be able to say "I play..." plus an instrument in foreign language by end of unit.              | Match sound to instrument sound / picture / word / phrase.                  | Match word to instrument picture / word / phrase in English.                                     | Differentiated worksheets in lesson 5.    | Definite article / quantitative article. First person singular of verb 'to play' (an instrument).                                    |
| <b>Summer 1</b>      | <b>Ancient Britain</b>                        | Say "I am, I have and I live..." dependant on whether they are from stone, bronze or iron age. | Match sound to picture / word / phrase. Understanding slightly longer text. | Match key nouns to picture / word / phrase in English.   | Working towards writing a short phrase.   | First person singular of three high frequency verbs. "I am ...I have...I live".  |
| <b>Summer 2</b>      | <b>I Can...</b>                               | Say "I am able to.." / "I can..." plus activity by end of unit.                                | Match sound to picture / word / phrase.                                     | Match key verb to picture / word / phrase in English.  | Differentiated worksheets in lesson 5.    | Modal verb followed by infinitive. "I am able to..." / "I can..." plus   |



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|  |  |  |  |  |  | verb infinitive. First person singular only. |
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## Year 4

We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units during Year 4 and 5.

| Intermediate Language Units | Unit                                       | Speaking   | Listening  | Reading  | Writing   | Grammar  |
|-----------------------------|--|--|--|--|---|--|
| <b>Autumn 1</b>             | <b>Phonetics 2 &amp; Presenting Myself</b> | Perform a role-play with name, age, where they live and nationality in lesson 5.   | Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3. | Read role-plays and understand the content.  | Lesson 5 contains differentiated numbers worksheets and ID card. Extended written opportunity week 5.   | Nationalities and adjectival agreement based on gender. Phonetics – ca, ce,, ci, co, cu                    |
| <b>Autumn 2</b>             | <b>Family</b>                              | Present orally on your / a family in lesson 5.                                     | Match sounds to picture / word / phrase.   | Longer reading task in lesson 5.   | Lesson 5 contains a written presentation based on a / your family. Extended written opportunity week 5. | Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...' |
| <b>Spring 1</b>             | <b>My Home</b>                             | Say where you live and name the rooms in your house that you have and do not have. | Challenging listening exercises in lessons 4 and 5.                                  | Various activities in lessons 1-5. Differentiated worksheets in all lessons. Longer reading texts. | Longer written email task and authentic reading task week 5   | First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".       |
| <b>Spring 2</b>             | <b>Habitats</b>                            | Present orally on an animal and its habitat in lesson 5 (framework provided).      | Match sound to picture / word / phrase.  | Match word to picture / sound / phrase.  | Written presentations on an animal and its habitat in lesson 5 (framework provided).                    | Introduction to the verbs 'to live' and 'to grow' (full conjugation available in yrs 5- 6 version).        |
| <b>Summer 1</b>             | <b>The Classroom</b>                       | 'What I have... / don't have...' in my pencil case in lesson 5.                    | Matching sound to picture / word / phrase in lessons 3-4.                            | Match word to picture / sound / phrase.  | Various tasks in lessons 1-5. 'I have... / I don't have...' worksheets in lesson 3. Extended            | Gender and indefinite article. Learning to sort and categorize by article. Use of the                      |



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|                 |                   |  |   |   | written opportunity week 4.   | negative when saying 'I do not have...' |
| <b>Summer 2</b> | <b>Goldilocks</b> | Say words / parts of the story to retell the story in the target language. | Match sound to picture / word / phrase throughout the unit. | Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5 . | Create story minibook in lesson 4-5 using picture, word and phrase cards. | N/A                                     |

### Year 5

| <b>Intermediate Language Units</b> | <b>Unit</b>                                 | <b>Speaking</b>   | <b>Listening</b>   | <b>Reading</b>  | <b>Writing</b>  | <b>Grammar</b>   |
|------------------------------------|---|---|--|---|---|--|
| <b>Autumn 1</b>                    | <b>Phonetics 3 &amp; Do you have a pet?</b> | Oral class survey / interview on pets in lesson 5.  | Match sound to picture / word / phrase throughout whole unit.            | Match words to picture / sound / phrase. Create pet ID card in lesson 5.          | Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4. Extended written opportunity week 5. | Gender and changing an indefinite article to a definite article. Worksheet in lesson 3. Phonetics – ga, ge, gi, go, gu |
| <b>Autumn 2</b>                    | <b>What is the date?</b>                    | Various activities in lessons 1-5. Say months of the year. Say when your birthday is in target language. Birthday survey in lessons 4-5.          | Months listening exercise in lesson 2.                                   | Birthday reading exercise in lesson 5.  | Various tasks in lessons 1-5. Birthday diary worksheet in lesson 5. Extended written opportunity.   | N/A  |
| <b>Spring 1</b>                    | <b>The Weather</b>                          | Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster in lesson 5. | Challenging weather listening exercise in lesson 3.                      | Various activities in lessons 1-5. Weather reading exercise in lesson 3.          | Create weather map and written weather report in lesson 5. Extended written opportunity.  | N/A  |
| <b>Spring 2</b>                    | <b>Clothes</b>                              | Say what you wear in different situations in lesson 3.  | Challenging clothes and days of the week listening exercise in lesson 5. | Various activities in lessons 1-5. Differentiated reading worksheets in lesson 5. | Various simple tasks in lessons 1-5. Clothes for different occasions exercise in lesson 3. Extended written opportunity week 5.           | Verb 'to wear' in full (present tense) with consolidation activities also.   |



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| <b>Summer 1</b> | <b>Romans</b>   | Oral presentation of life as a Roman child in lesson 5.   | Various activities in lessons 1-5. Extended listening exercise in lesson 2.   | Variety of activities in lessons 1-5. Story re-ordering exercises in lessons 1 & 2.  | Written diary exercise of life as a Roman child in lesson 5.   | "I am..." and negative "I am not..." exercises in lesson 5   |
| <b>Summer 2</b> | <b>Olympics</b> | Oral presentation of ancient and modern Olympic games (lessons 1- 2). Olympic sports and the verb "to do" in conjunction with sports (lessons 3-5). | Various activities in lessons 1-5. Variety of listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession. | Various activities in lessons 1-5. Variety of reading exercises in lesson 1-5 concerning the ancient and modern Olympics, Olympic sports, the verb 'to do' in conjunction with sports and describing sports as a profession. | Various activities in lessons 1-5. Variety of writing activities (including worksheets) in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession | The verb "to do" in conjunction with sports and describing sports as someone's profession (using it as an adjective) which requires correct adjectival agreement |





## Year 6

In progressive units, they will be exposed to much longer texts and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

| Progressive Language Units | Unit                               | Speaking   | Listening   | Reading   | Writing  | Grammar  |
|----------------------------|------------------------------------|--|---|---|--|--|
| <b>Autumn 1</b>            | <b>Phonetics 4 &amp; At School</b> | School survey in lesson 2. Present orally on school subjects and opinions in lesson 5. | Extended listening exercise on school subjects, times and opinions in lesson 4. | Match words to picture / sounds / phrases throughout the unit.  | Written presentations on school subjects and opinions in lesson 5. Opportunity to write an email about what you like and do not like at school lesson 5. | Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement. Phonetics – b, v, cc, qu, z |
| <b>Autumn 2</b>            | <b>Regular Verbs</b>               | Activities in lessons 1-5.   | Activities in lessons 1-5.  | Activities in lessons 1-5.                                      | Activities in lessons 1-5. Create a regular verb booklet in lessons 5 & 6.   | Pronouns in lesson 1. Creating verb stem and look at endings in lesson 2. Regular verb endings in lessons 3-5. Worksheets in lessons 1-5.  |
| <b>Spring 1</b>            | <b>The Weekend</b>                 | Present orally on what they do at the weekend using connectives and time in lesson 5.  | Listening exercise on weekend activities in lesson 3.                           | Various activities in lessons 1-5. Reading exercise in lesson 3 | Written presentations on what they do at the weekend using connectives and time in lesson 5.   | Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications   |



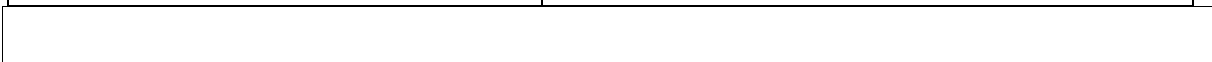
|                 |                        |  |   |   |   |  |
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| <b>Spring 2</b> | <b>The Planets</b>     | Oral presentation on a planet/s.   | Various activities in lessons 1-5. Extended listening task in lesson 3. | Extended reading task in lesson 3.  | . Create written piece on a planet/s in lesson 3.                                     | Rules of adjectival agreement with planets and particularly colours in lessons 4 and 5   |
| <b>Summer 1</b> | <b>World War II</b>    | Present orally on life as an evacuee in lesson 5.  | Extended listening task in lesson 4.                                    | Story reordering task in lesson 3.  | Write a letter home on life as an evacuee in the target language in lesson 5.         | Grouping target language nouns, adjectives and verbs in lesson 1. Introduction to past tense using 'I saw...' in lesson 4  |
| <b>Summer 2</b> | <b>Me In The World</b> | Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment. | Plenty of longer, more complex listening tasks                          | Differentiated worksheets in all lessons. Plenty of extended reading tasks. | Differentiated worksheets in all lessons. Most lessons contain extended written task. | Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future in lesson 5 |





**Year 3 Spanish (Language Angels)**

|                              |   |
|------------------------------|---|
| <b>Early Language Units:</b> | <b>Autumn 1- Phonetics 1/I'm Learning Spanish</b><br><b>Autumn 2 - Animals</b><br><b>Spring 1 - Fruits</b><br><b>Spring 2 - Musical Instruments</b><br><b>Summer 1 - Ancient Britain</b><br><b>Summer 2 - I can...</b>  |
| <b>KEY SKILL</b>             | <b>LEARNING OBJECTIVE</b>   |
| <b>Listening</b>             | Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes and songs)<br>Develop understanding of the sounds of individual letter and groups of letters (phonics)   |
| <b>Speaking</b>              | Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself)<br>Speak aloud familiar words or short phrases in chorus<br>Use correct pronunciation when speaking and start to see links between pronunciation and spelling |
| <b>Reading</b>               | Recognise and understand familiar written words and short phrases (e.g. basic noun and first person 'I' from of simple verbs) in written text<br>Read aloud familiar words or short phrases in chorus   |
| <b>Writing</b>               | Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns)   |
| <b>Grammar</b>               | Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.   |





**Year 4 Spanish (Language Angels)**

|                                     |   |
|-------------------------------------|---|
| <b>Intermediate Language Units:</b> | <p><b>Autumn 1- Phonetics 2 /Presenting Myself</b></p> <p><b>Autumn 2 - Family</b></p> <p><b>Spring 1 - My Home</b></p> <p><b>Spring 2 - Habitats</b></p> <p><b>Summer 1 - Classroom</b></p> <p><b>Summer 2 - Goldilocks</b></p>  |
| <b>KEY SKILL</b>                    | <b>LEARNING OBJECTIVE</b>   |
| <b>Listening</b>                    | <p>Listen for and identify specific words and phrases in instructions, stories and songs</p> <p>Follow a text accurately whilst listen to it being read</p>   |
| <b>Speaking</b>                     | <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences</p> <p>Present short pieces of information to another person</p> <p>Apply phonic knowledge to support speaking (also reading and writing)</p>                           |
| <b>Reading</b>                      | <p>Accurately read and understand familiar write words, phrases and short sentences (e.g.in fairy tales or character/place descriptions)</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person</p>              |
| <b>Writing</b>                      | <p>Write familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)</p>   |
| <b>Grammar</b>                      | <p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Introduce and use negative form</p> <p>Begin to look at what a fully conjugated verb looks like</p> |



**Year 5 Spanish (Language Angels)**

|                                     |   |
|-------------------------------------|---|
| <b>Intermediate Language Units:</b> | <p><b>Autumn 1- Phonetics 3 /Do you have a pet?</b></p> <p><b>Autumn 2 - What is the date?</b></p> <p><b>Spring 1 - The Weather</b></p> <p><b>Spring 2 - Clothes</b></p> <p><b>Summer 1 - Romans</b></p> <p><b>Summer 2 - Olympics</b></p>  |
| <b>KEY SKILL</b>                    | <b>LEARNING OBJECTIVE</b>   |
| <b>Listening</b>                    | <p>Listen attentively and understand more complex phrases and sentences in longer passages of Spanish e.g. instructions given, stories, fairy tales, songs and extended listening exercises)</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions</p>                         |
| <b>Speaking</b>                     | <p>Take part in short conversations using sentences and familiar vocabulary</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and information</p>  |
| <b>Reading</b>                      | <p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school)</p>  |
| <b>Writing</b>                      | <p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank)</p> <p>Use verbs in the correct form (e.g. first person 'I' or third person 'he', 'she', 'you' in their writing to express what they and other people do, like, etc.)</p> <p>Check spellings with a dictionary</p> |
| <b>Grammar</b>                      | <p>Understand the concept of gender (masculine or feminine) and which article (definite or indefinite) to use correctly with different nouns</p> <p>Use the negative form, possessives and connectives</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are</p>       |



**Year 6 Spanish (Language Angels)**

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|---|--|
| <p><b>Progressive Language Units:</b></p> | <p><b>Autumn 1- Phonetics 4/ At School</b></p> <p><b>Autumn 2 - Regular Verbs</b></p> <p><b>Spring 1 - The Weekend</b></p> <p><b>Spring 2 - The Planets</b></p> <p><b>Summer 1 - World War 2</b></p> <p><b>Summer 2 - Me In The World</b></p>  |
| <p><b>KEY SKILL</b></p>                   | <p><b>LEARNING OBJECTIVE</b></p>   |
| <p><b>Listening</b></p>                   | <p>Understand the main points in passages of language spoken with authentic pronunciation and speed<br/>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>   |
| <p><b>Speaking</b></p>                    | <p>Use spoken language with expression and accurate pronunciation<br/>Present to an audience about familiar topics (e.g. role play, presentations or read/repeat from a text or passage)<br/>Use connectives to link together what they say so as to add fluency</p>   |
| <p><b>Reading</b></p>                     | <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercised with set questions, emails, letters from partner school or internet sites in the target language (supervision required)</p>  |
| <p><b>Writing</b></p>                     | <p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. word bank)<br/>Use verbs in the correct form (e.g. First person 'I' or third person 'he', 'she', 'you' and plurals, 'we' and 'they' to express what they and other people do, like etc.)<br/>Identify and correctly use adjectives (e.g. Colour or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant)</p>  |
| <p><b>Grammar</b></p>                     | <p>Understand the concept of gender (masculine or feminine) and which article (definite or indefinite) to use correctly with different nouns</p> <p>Understand what the different parts of a conjugated verb looks like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs</p> <p>Be able to identify and correctly use adjectives (e.g. colour or size) and connectives and understand the concept of adjectival agreement (where relevant)</p> |