



Curriculum Progression Document Languages Spanish





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Languages

Spanish

Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

Languages Subject Intent

At Lutley, we intend to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve national curriculum expectations, by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be taught and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Essential Characteristics in the Subject

- The confidence to speak with good intonation and pronunciation
- The ability to read with fluency
- To develop fluency and imagination in writing
- To gain a strong awareness of the culture of Spanish
- A passion for languages and a commitment to the subject
- The ability to use languages creatively and spontaneously
- To develop an independence in their studies and the ability to draw upon a wide range of resources.



Lutley 
Primary School

Languages and the National Curriculum

Languages and the National Curriculum: Key Stage Two

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.

EYFS and KS1

In EYFS and Key Stage One, children learn about different countries and cultures. They take part in whole school enrichment days such as our 'Eurovision Song Competition.'

They also take part in subject related experience days such as learning about Chinese New Year. During these focus days, children will learn some phrases from the language of the country they are learning about as well as tasting food and learning about the traditions of that country.

At registration time and home time, teachers encourage children to greet them or say good-bye in a range of languages such as French, German and Spanish.

In KS2 pupils should be taught to:

- 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.
- 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.

The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to 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. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing.
- 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



Implementation
Languages - Spanish

Lutley Primary School's Languages Programme of Study













	Autumn	Spring	Summer
Y3	<p><u>Unit 1: Aprendo Español (I'm learning Spanish)</u> <u>Aims of the unit:</u></p> <ul style="list-style-type: none"> • Pinpoint Spain and other Spanish speaking countries on a map of the world. • Ask and answer the question 'How are you?' in Spanish. • Say 'Hello' and 'goodbye' in Spanish • Ask and answer the question 'What is your name?' in Spanish. • Count to ten in Spanish. • Say ten colours in Spanish. 	<p><u>Unit 3: La Fruta (Fruits)</u> <u>Aims of the unit:</u></p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike. 	<p><u>Unit 4: La Fruta (Fruits)</u> <u>Aims of the unit:</u></p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.











Key language introduced

Spanish	English
Buenos días	Hello (formal)
Hola	Hello (informal)
¿Cómo estás?	How are you?
Estoy bien	I am good
Estoy mal	I am bad
Más o menos	So, so
Adiós	Goodbye
Hasta luego	See you later
¿Cómo te llamas?	What is your name?
Me llamo...	My name is...











Uno	One
Dos	Two
Tres	Three
Cuatro	Four
Cinco	Five



Key language introduced

	Spanish	English
	Una manzana	An apple
	Una fresa	A strawberry
	Un melocotón	A peach
	Un plátano	A banana
	Una cereza	A cherry
	Una naranja	An orange
	Una ciruela	A plum
	Una pera	A pear
	Un kiwi	A kiwi
	Un albaricoque	An apricot
	Me gustan...	I like...
	No me gustan...	I do not like...

	Spanish	English
	Las manzanas	The apples
	Las fresas	The strawberries
	Los melocotones	The peaches
	Los plátanos	The bananas
	Las cerezas	The cherries
	Las naranjas	The oranges
	Las ciruelas	The plums
	Las peras	The pears
	Los kiwis	The kiwis
	Los albaricoques	The apricots

Key language introduced

	Spanish	English
	Las berenjenas	The aubergines
	Las espinacas	The spinach
	Las cebollas	The onions
	Los calabacines	The courgettes
	Los tomates	The tomatoes
	Las judías verdes	The green beans
	Los guisantes	The peas
	Los champiñones	The mushrooms
	Las zanahorias	The carrots
	Las patatas	The potatoes

	Spanish	English
	Un kilo de...	One kilo of...
	Medio kilo de...	Half a kilo of...
	Quisiera...	I would like...
	Por favor	Please
	Y	And
	Hola	Hello
	¿Puedo ayudarte?	Can I help you?
	¿Algo más?	Is that all/anything else?
	¿Cuánto cuesta?	How much is that?
	Gracias	Thank you
	Hasta luego	Goodbye
	En mi cesta tengo...	In my basket I have...

Seis	Six
Siete	Seven
Ocho	Eight
Nueve	Nine
Diez	Ten
Rajo	Red
Azul	Blue
Amarillo	Yellow
Verde	Green
Negro	Black
Blanco	White
Gris	Grey
Naranja	Orange
Morado	Purple
Marrón	Brown











Unit 2: Los Instrumentos (Musical Instruments)

Aims of the unit

- Recognise, recall and spell up to ten instruments in Spanish with the
- correct definite article/determiner.
- Understand articles/determiners better and that the definite

- article/determiner 'the' has a plural form in Spanish.
- Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.

Key language introduced

Spanish	English
el	the (masculine singular)
la	the (feminine singular)
los	the (masculine plural)
las	the (feminine plural) <small>not seen in this unit</small>
 la trompeta	the trumpet
 la batería	the drums
 la guitarra	the guitar
 la flauta	the flute
 el clarinete	the clarinet
 el arpa	the harp
 el piano	the piano
 el triángulo	the triangle
 el violín	the violin
 los címbalos	the cymbals
Toco...	I play...

Y4

As above for 2022/2023

As above for 2022/2023

As above for 2022/2023

Y5	As above for 2022/2023	As above for 2022/2023	As above for 2022/2023
Y6	As above for 2022/2023	As above for 2022/2023	As above for 2022/2023

Once the scheme is fully embedded the following programme of study will be in place. Next year, 2023-23 Y3 will follow the Y3 programme of work and Y4-6 will follow the Y4 programme of work. In 2024-25, Y3, 4 will follow their year group programme of study and Year 5 and 6 will follow the year 5 programme of study. See below.



Implementation of Key Stage Two
Programme of Study

Progression of Skills in
Spanish

Progression of Skills

Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish.

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Organisation & Delivery

Spanish is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week, this will increase as they go from Year 3 to 6, as the content becomes more demanding..

Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Our Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at different levels of challenge) are provided throughout each teaching unit and can be used in class

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

Year 3	Year 4	Year 5	Year 6
I'm Learning Spanish	Presenting Myself	Do You Have A Pet?	Verbs & Grammar
Musical Instruments	Family	What Is The Date?	At School
Fruit	The Tudors or Habitats (Intermediate Version)	The Weather	The Weekend
	At The Café	Clothes	World War II or Habitats (Progressive Version)
Vegetables	The Classroom	The Romans	Healthy Lifestyles
	Goldilocks	The Olympics or Habitats (Progressive Version)	The Planets

Academic Year 2022/2023

Due to our Spanish journey beginning this year, we have decided that it would be best for all year groups to learn the same content. This will ensure that all children have a secure foundation for Spanish language learning and provide a strong understanding of the language basics, which the children can then build upon as the content becomes more advanced.

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (C) I'm Learning Spanish (French) (E)	Phonetics 1 (C) I'm Learning Spanish (French) (E)	Phonetics 1 (C) I'm Learning Spanish (French) (E)	Phonetics 1 (C) I'm Learning Spanish (French) (E)
Half Term 2	Musical Instruments (E)	Musical Instruments (E)	Musical Instruments (E)	Musical Instruments (E)

Spring Term				
Half Term 1	Fruits (E)	Fruits (E)	Fruits (E)	Fruits (E)
Half Term 2				
Enrichment Opportunity	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)

Summer Term				
Half Term 1	Vegetables (E)	Vegetables (E)	Vegetables (E)	Vegetables (E)
Half Term 2				
Enrichment Opportunity	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)	Select from the four cultural lessons. (Core Vocab > Cultural Lessons)

Academic Year - 2023/2024 – Provisional Plan

Next year, all classes will be expected to be at a year 4 standard, while our year 3 cohort will complete Year 3 content and reach expected outcomes. This will continue year on year, until all year groups are at the required outcome. Below is an example provisional plan for the next academic year.

Year 3	Year 4	Year 5	Year 6
I'm Learning Spanish	Presenting Myself	Presenting Myself	Presenting Myself
Musical Instruments	Family	Family	Family
Fruit	The Tudors or Habitats (Intermediate Version)	The Tudors or Habitats (Intermediate Version)	The Tudors or Habitats (Intermediate Version)
	At The Café	At The Café	At The Café
Vegetables	The Classroom	The Classroom	The Classroom
	Goldilocks	Goldilocks	Goldilocks

Progression of Skills

Expected outcomes Year by Year

Currently, all children are working at a Year 3 expected outcome due to the teaching of Spanish beginning this year. Next year, all classes will be expected to be at a year 4 standard, while our year 3 cohort are exposed to Year 3 content and reach expected outcomes. This will continue year on year, until all year groups are at the required outcome for their age group.

Year	Speaking	Listening	Reading	Writing	Grammar Skills	Units of work
Year 3 <i>By the end of Y3 pupils should be able to: -</i>	<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> • Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied. 	Unit 1 - I’m learning Spanish – Greetings, What is your name? Colours, Numbers 1-10. Unit 2 – Musical Instruments Unit 3 - Fruit Unit 4 - Vegetables

	<p>By the end of Year 3 pupils should:</p> <ul style="list-style-type: none"> • Understand numbers 1-10 and be able to say, read and write them. • Be familiar with the days of the week and be able to say them and recognise them in written form. • Use simple greetings (e.g. saying hello and goodbye, saying how they are). • Ask and answer simple questions about name and age. • Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). • Use simple adjectives (e.g. colours). • Use some simple verbs in the first person “I” form (e.g. I am and I play). • Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus. 					
<p>Year 4</p> <p><i>By the end of Y4 pupils should be able to: -</i></p>	<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Present short pieces of information to another person. • Apply phonic knowledge to support speaking (also reading and writing) 	<ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. • Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <ul style="list-style-type: none"> • Introduce and use the negative form. • Begin to look at what a fully conjugated verb looks like. 	TBD

	<p>By the end of Year 4 pupils should:</p> <ul style="list-style-type: none"> • Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities). • Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.) • Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink). • Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live). • Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is). • Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. 					
Year 5 <i>By the end of Y5 pupils should be able to: -</i>	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to another person or group of people using sentences and authentic pronunciation, 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). 	<ul style="list-style-type: none"> • 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>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <ul style="list-style-type: none"> • Use verbs in the correct form (e.g. first person “I” or 	<p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p>	TBD

	<p>gesture and intonation to convey accurate meaning.</p> <ul style="list-style-type: none"> • Understand and express simple opinions using familiar topics and vocabulary. responses. They may need short sections to be repeated. 	<ul style="list-style-type: none"> • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 		<p>third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <ul style="list-style-type: none"> • Check spellings with a dictionary. 	<ul style="list-style-type: none"> • Use the negative form, possessives and connectives. • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are 	
	<p>By the end of Year 5 pupils should:</p> <ul style="list-style-type: none"> • Understand and use the alphabet to assist in correct spelling and pronunciation. • Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing). • Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar. • Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions). • Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather). • Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions). • Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country). • Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first-person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing). 					

Year 6 <i>By the end of Y6 pupils should be able to: -</i>	<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say so as to add fluency. 	<ul style="list-style-type: none"> • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. • 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. 	<ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation. • 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 exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)). 	<ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). • 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.) • Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Understand what the different parts of a conjugated verb look 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. colours or size) and connectives and understand the concept of adjectival agreement (where relevant). 	TBD
	By the end of Year 6 pupils should:					

- Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).
- Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.
- Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.) • Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).
- Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)
- Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.
- Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)
- Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).
- Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.
- Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first-person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.

Approaches to Teaching and Learning in Languages

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These are out as key features.
- Role Modelling: Teachers use a stimulating and extensive range of resources (including authentic resources) to model spoken and written language . Teachers consistently model the learning process so that children understand how they may improve their own skills in speaking, listening, reading and writing. Teachers consistently model example responses and clearly explain how children may extend their learning. Teachers respond effectively to children's questions when they seek clarification and help.
- The consistent use of a range of teaching and learning approaches engage pupils in Spanish. This includes questioning, oral work, written work, exploring ideas, class and group discussion and teaching specific knowledge and skills.
- The effective use of a range of resources to learn about Spanish culture and language including: quality books, websites, photographs, pictures, dictionaries and glossaries, videos and computing software. These resources are adapted and used imaginatively to support learning and provide challenge to all children.
- The use of enrichment opportunities such as the 'flamenco dancing' across school and experience days to understand more about the culture of Spanish or other countries.

Teaching, Recording, Feedback, Assessment and Reporting

These areas are intrinsically linked, with the aim of making progression against the threshold concepts clear to all stakeholders.

This will happen by:

- Key subject knowledge for this subject are taught within Year 3-6. This key knowledge forms the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- The unit and lesson focus are shared with children each lesson and displayed in children's books.
- Teaching is focused on input, experiences and activities which promote the development of each key feature so that children can achieve the outcomes specific to their year group.
- Teaching follows a clear sequence for teaching a unit of work and lesson.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective and how deeply they have understood the objective based on their success against the steps of success.
- Teachers' feedback should directly relate to the learning objective for the lesson, providing feedback to the child and providing NS - Next steps and GT- Gap tasks if required to consolidate/enhance learning.
- Children are given the opportunity to assess their own and others' progress. This includes peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice will focus on children knowing and remembering more of what they have been taught.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, threshold concepts and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.
- Children will also be complete a more detailed skills-based assessment using bespoke skills assessment at the end of each unit. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2. Each assessment has an element of reading, writing, listening and speaking.

Teaching Spanish

Working Walls

Within each Year 3,4,5 and 6 classroom, children able to see visual cues to help them consolidate learning during the lesson and throughout the school day. Our working walls contain content currently being learned and past knowledge that needs to be reinforced.

Common Teacher Phrases

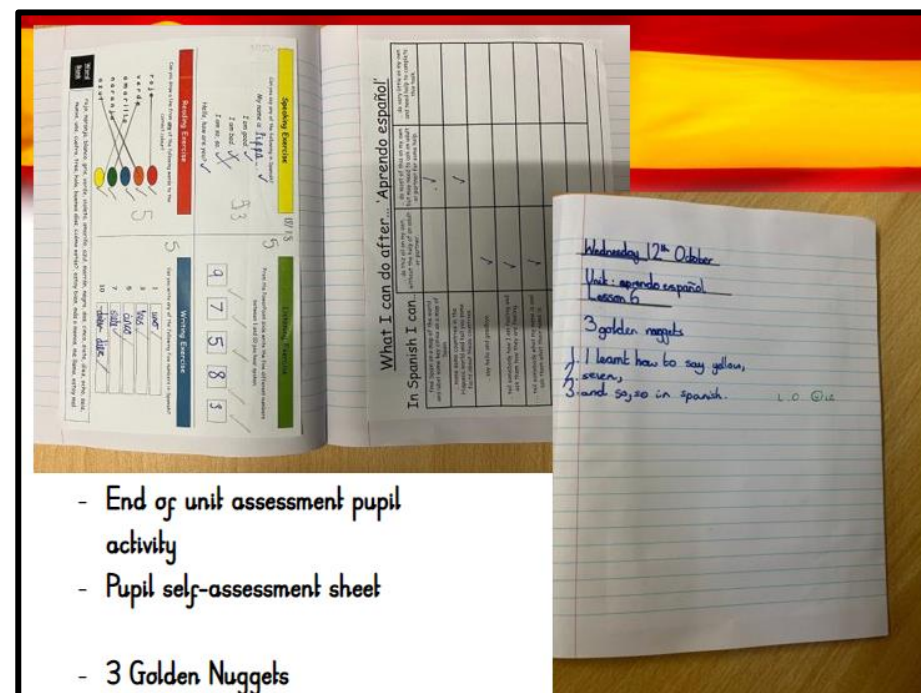
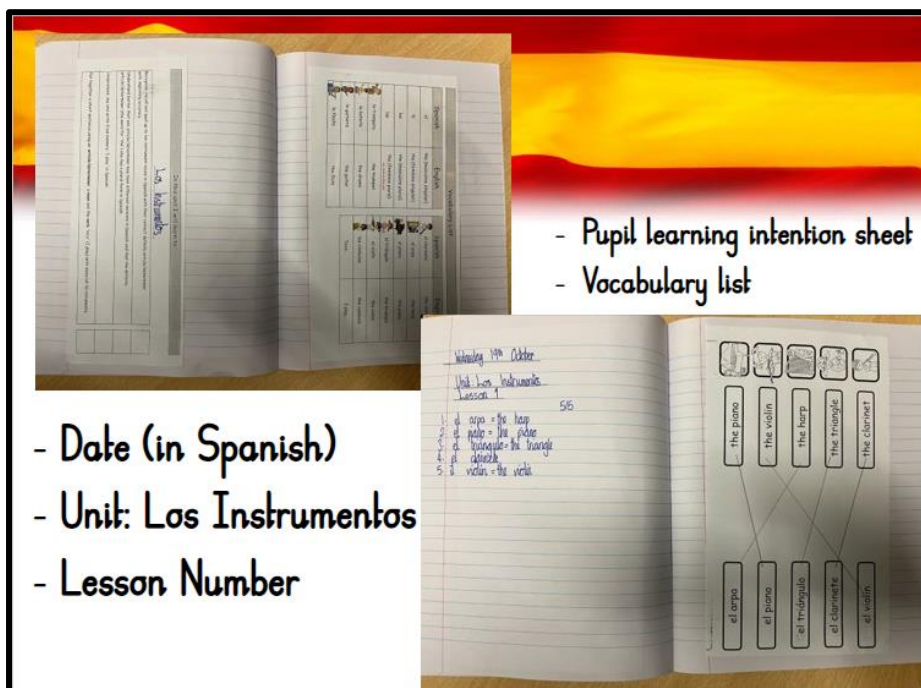
Common teacher phrases have also been circulated around the school, so that teachers can gradually embed language learning into the classroom. These can be used during register times, during lessons and during daily interactions with children. This common usage also engages children and encourages them to do the same. These may be some phrases that you use at home with your children also.

Common / Useful Teacher Phases in Spanish	
Buenos días	Good morning
Buenas tardes	Good afternoon
Adiós	Goodbye
Hola	Hello
¿Cómo se dice?	How do you say?
¿Cómo se dice ____ en inglés /español?	How do you say ____ in English/ Spanish?
Escuchad	Listen
Silencio, por favor	Silence, please
Mírame	Look at me
¡Muy bien!	Very good!
¡Estupendo!	Great!
Buen trabajo	Good work!



What does this work look like in books?

- **Pupil learning intention sheet.** This document should be stuck in at the beginning of every new unit. It should be introduced at the start of the unit and referred back to each lesson so the children can tick off when they have achieved each step.
- **Vocabulary list.** This needs to be stuck in after the pupil learning intention sheet.
- **End of unit assessment pupil activity.** This consists of 4 exercises (speaking, listening, reading and writing). To be completed on the sheet. This will be located in Lesson 6 in each unit.
- **Pupil self-assessment sheet 'What I can do after...'** This is to be completed by the pupils in your class as a self- assessment activity. This will be located in Lesson 6 in each unit.
- **Worksheet activities where applicable-** not an expectation for one every lesson. These worksheets are differentiated and can be located in each lesson within Language angels.



Using Skills Builder in Languages



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation