



**Curriculum Progression
Document
Languages
Spanish**



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Lutley 
Primary School

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 their full potential 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 continuously updated 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.



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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.



Lutley 
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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>(Early Language Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Find Spain on a map and be able to recall at least 1 Spanish-speaking country. • Use key greetings. • Ask and answer the question 'How are you?' in Spanish. • Ask and answer the question 'What is your name?' in Spanish. • Count to 10 in Spanish. • Read, write, say, and recognise 10 colours in Spanish. <p><u>Unit 2: Los animales (the animals)</u> <u>(Early Language Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. 	<p><u>Unit 3: Los Instrumentos (Musical Instruments)</u> <u>(Early Language Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 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 10 different instruments. <p><u>Unit 4: Sé... (I Know How...)</u> <u>(Early Language Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in Spanish. • Use these verbs in the infinitive to form positive and negative sentence structures with 	<p><u>Unit 5: La Fruta (Fruits)</u> <u>(Early Language Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit the pupils will learn how to:</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 6: Los helados (Ice-Creams)</u> <u>(Early Language Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub.

	<ul style="list-style-type: none"> • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be). 	<p>'sé' (I know how to...) / 'no sé' (I do not know how to ..).</p> <ul style="list-style-type: none"> • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). 	
Y4	<p><u>Unit 1: Me presento (Presenting Myself)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. <p><u>Unit 2: Mi familia (My Family)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. 	<p><u>Unit 3: En la cafetería (At the Café)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink. <p><u>Unit 4: La clase (The Classroom)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article. • Replace an indefinite article with a possessive adjective. • Say and write what they have and do not have in their pencil case. 	<p><u>Unit 5: ¿Qué tiempo hace? (What Is the Weather?)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. <p><u>Unit 6: Ricitos de oro y los tres osos (Goldilocks and the three bears)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language. • Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. • Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.

	<ul style="list-style-type: none"> • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 		<ul style="list-style-type: none"> • Attempt to spell in Spanish.
Y5	<p><u>Unit 1: La fecha (The Date)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Remember, recall, and spell the 7 days of the week. • Remember, recall, and spell the 12 months of the year. • Remember, recall, and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is. <p><u>Unit 2: ¿Tienes una mascota? (Do You Have a Pet?)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p>	<p><u>Unit 3: Mi casa (My Home)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). <p><u>Unit 4: Los juegos olímpicos (The olympic games)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p>	<p><u>Unit 5: La ropa (Clothes)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. <p><u>Unit 6: Los romanos (The Romans)</u> <u>(Intermediate Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire.

	<ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”). 	<ul style="list-style-type: none"> • Listen attentively to longer passages in Spanish about the ancient and modern Olympic Games. • Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in Spanish. • Recall the nouns in Spanish for 10 key sports in the current Olympic games with their articles/determiners. • Form positive and negative sentences using the verb practicar (to practise/do) in Spanish. • Recognise the concept of gendered nouns in Spanish in regard to the male and female Olympians. 	<ul style="list-style-type: none"> • Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. • Tell somebody in Spanish what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce the children to the concept of the negative form in Spanish.
Y6	<p><u>Unit 1: En el colegio (At school)</u> <u>(Progressive Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school. <p><u>Unit 2: Los planetas (The planets)</u> <u>(Progressive Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p>	<p><u>Unit 3: El fin de semana (The weekend)</u> <u>(Progressive Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend. <p><u>Unit 4: Hábitats (Habitats)</u> <u>(Progressive Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p>	<p><u>Unit 5: Los vikingos (The vikings)</u> <u>(Progressive Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Name in Spanish, the key periods in ancient Britain, in chronological order. • Describe themselves physically by pretending to be a member of a fictitious Viking family. • Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. • Use two irregular high frequency verbs ‘ser’ (to be) and ‘tener’ (to have) more fluently. • Describe their typical daily routine as either/both a Viking man and/or Viking woman using the first person singular (I ...), with an opportunity to move to third person singular (he/she). • Recognise and start to understand commonly used reflexive verbs and pronouns.

<ul style="list-style-type: none"> • Name and label a map of the Solar System in Spanish. • Apply the rules of adjectival agreement to describe the Solar System in Spanish. <ul style="list-style-type: none"> • Use conjunctions and intensifiers to extend descriptions of the Solar System. • Ask key questions in Spanish in order to conduct an interview with an astronaut. • Answer the questions in Spanish in order to present themselves as an astronaut. • Deepen their understanding of adjectival agreement to describe themselves in terms of character 	<ul style="list-style-type: none"> • Tell somebody in Spanish some key facts about things that animals and plants need to survive in their various habitats. • Tell somebody in Spanish examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. • Tell somebody in Spanish what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • Tell somebody in Spanish what types of plants live in different habitats and what their particular adaptations are to best suit their environment. 	<p><u>Unit 6: Yo en el mundo (Me in the world)</u> <u>(Progressive Teaching)</u> <u>Aims of the unit:</u></p> <p>In this unit pupils will learn:</p> <ul style="list-style-type: none"> • About the many countries in the world that speak Spanish. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet.
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Lutley 
Primary School

**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 once our Spanish language provision has been fully implemented.

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 two years ago, we decided that it would be best for all year groups to learn the same content. This ensured that all children had a secure foundation for Spanish language learning and provided a strong understanding of the language basics, which children could then build upon as the content became 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 –

Last year, all children from year 4-6 moved onto new content, moving from early language content to intermediate content at a steady pace. Enabling children to make strong progress and be secure in their understanding.

Most units were being taught in multiple year groups, such as ‘presenting myself’, ‘my family’, ‘what’s the weather’ and ‘my home’. The rationale behind this was to ensure essential gaps in knowledge did not occur. Below is the last year’s unit planner:

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (X) & 	Phonetics 1-2 (X) & 	Phonetics 1-3 (X) & 	Phonetics 1-3 (X) & 
Half Term 2	I Am Learning Fr/Sp/It (E) 	Seasons (E)   	Presenting Myself (I) 	Presenting Myself (I) 
Half Term 2	Animals (E) 	Presenting Myself (I) 	My Family (I)  	My Family (I)  
Spring Term				
Half Term 1	Instruments (E) 	My Family (I)  	The Date (I)  	The Date (I)  
Half Term 2	I Am Able ... (Fr)   I Know How To... (It/Sp) (E) 	In the Classroom (I)  	What is the Weather? (I)  	Do You Have a Pet? (I)  
Summer Term				
Half Term 1	Fruits (E) or    Vegetables (E)	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)	Do You Have a Pet? (I)  	My Home (I)   
Half Term 2	Ice-Creams (E)   	What is the Weather? (I)  	My Home (I)   	Clothes (I)   

Academic Year -2024/2025 – This year

This year, we continue to develop our curriculum further, with all year groups teaching varied content. One exciting development in years 4-6 this year is exposing children to classic traditional tales (Goldilocks) and immersing ourselves in both language and historical learning such as within our Romans and Vikings units.

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (X) & 	Phonetics 2 (X) & 	Phonetics 3 (X) & 	Phonetics 4 (X) & 
Half Term 2	I Am Learning Fr/Sp/It (E) 	Presenting Myself (I) 	The Date (I)  	At School (P)  
Half Term 2	Animals (E) 	My Family (I)  	Do You Have a Pet? (I)  	Planets (P) 
Spring Term				
Half Term 1	Instruments (E)  	At the Tea Room (Fr)   At the Café (Sp) At the Restaurant (It) (I)	My Home (I)   	At the Weekend (P)  
Half Term 2	I Am Able ... (Fr)    I Know How To... (It/Sp) (E)	In the Classroom (I)  	The Olympics (I)   	World War II (P) or Habitats (P) or Healthy Lifestyle (P)  
Summer Term				
Half Term 1	Ice-Creams (E)   	What is the Weather? (I)   	Clothes (I)   	Vikings (P)   
Half Term 2	Fruits (E) or Vegetables (E)   	Goldilocks (I) or Tudors (I)  	Romans (I)    or Habitats (I)	Me in the World (P)   

Progression of Skills

Expected outcomes - Year by Year

As we are now entering the third year of our Spanish language journey, children are now accessing the curriculum objectives and meeting their age group expectations. Below is the current expectations in outcomes for each year group.

Year	Speaking	Listening	Reading	Writing	Grammar Skills
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.
	By the end of Year 3 pupils should: <ul style="list-style-type: none"> • Understand numbers 1-10 and be able to say, read and write them. 				

	<ul style="list-style-type: none"> • 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.

	<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. 				
<p>Year 5 <i>By the end of Y5 pupils should be able to:-</i></p>	<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> <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>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. 	
<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). 					

<p>Year 6</p> <p><i>By the end of Y6 pupils should be able to:-</i></p>	<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).

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.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics, History, Geography and Computing 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

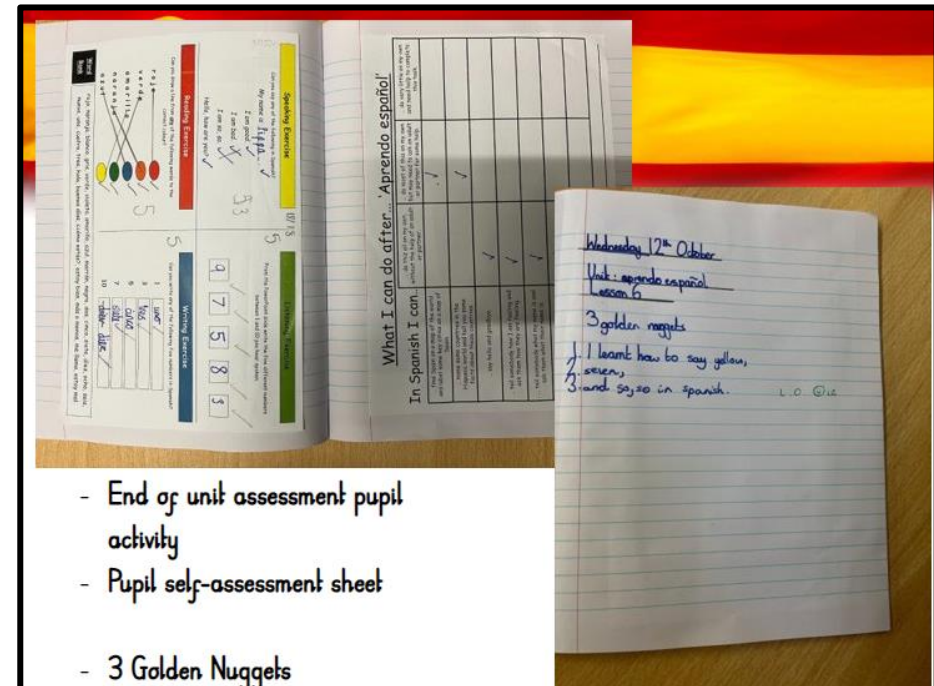
Common teacher phrases have also been circulated around the school, so that teachers can gradually embed language learning into the classroom. These can be used during register times, during lessons and during daily interactions with children. This common usage also engages children and encourages them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

Common / Useful Teacher Phrases 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