



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
 - E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

Spanish at Raeburn Primary School

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Intent			
High Expectations	Modelling	Vocabulary	Inclusion
<p>All children at Raeburn are expected and able to make substantial progress throughout KS2 in understanding and responding to spoken and written Spanish and to communicate increasingly effectively both in speaking and writing.</p> <p>We follow a 'low threshold, high ceiling' approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners.</p>	<p>Teachers teach the skills needed to succeed in Spanish by using a range of teaching materials. These include native language clips, puppets, lots of repetition strategies and a range of written materials. Teachers begin each session by revisiting prior knowledge with the intention of embedding 'sticky knowledge' and promoting overall fluency in Spanish. Lessons use collaborative learning strategies to support learning and overall confidence before children record their learning independently.</p>	<p>We create an oracy and vocabulary rich environment. Our Spanish curriculum fosters our children's understanding in recognising patterns and sounds, which helps them to engage in conversations using accurate pronunciation of the building blocks of Spanish language. Every unit of work focuses on developing children's understanding of and confidence manipulating Spanish phonics, grammar and vocabulary. This is so that they can speak with increasing confidence, fluency and spontaneity and so that they can adapt known phrases to create their own and express their written ideas clearly. Progression of Spanish phonics, grammar and vocabulary is highlighted on the termly planning grids (attached below).</p>	<p>Spanish lessons throughout KS2 are designed using a multisensory approach and the needs of all children are supported. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all. All children are expected to take part in the lesson through scaffolded support or adaptive teaching.</p>
Knowledge and concepts	Skills	British Values	Cultural Capital
<p>The building blocks of language: phonics, grammar and vocabulary</p> <p>Speaking Listening Reading Writing</p> <p>Please see the termly planning grids below for detailed information relating to Spanish knowledge and concepts covered in KS2.</p>	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>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</p> <p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in Spanish lessons, these will be discussed with the children.</p> <p>Democracy: Spanish lessons promote a culture built upon freedom and equality, where everyone is aware of their right to participate in activities and responsibility to ensure a happy, safe and secure learning environment.</p> <p>The Rule of law: Children understand the need for rules in Spanish lessons to ensure a happy, safe and secure environment in which to learn.</p> <p>Individual Liberty: Children have the freedom to make their own choices when creating their own sentences in Spanish, using word mats and dictionaries to support their choice of vocabulary.</p> <p>Tolerance: Children show respect and value others' ideas and beliefs when talking about Spanish culture.</p> <p>Mutual Respect: Children appreciate that we do not all share the same values, but we respect each other all the same when talking about British and Spanish cultural aspects of life.</p>	<p>Children understand how Spanish lessons are linked to the wider world. Children value learning another language and can explain why learning other languages is important. Children are exposed to different voices, perspectives and cultural experiences within Spanish lessons. Children are exposed to cultural capital through engaging lesson topics, learning language they can use on holidays to Spanish speaking countries and literature such as 'One Third Stories'.</p>

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
<p>We deliver a scheme of learning that meets the National Curriculum requirements issued by the DfE. Spanish lessons are delivered to children in KS2 by the class teacher, with an allocation of 60 minutes every other week. The children develop a range of language learning skills and subject specific vocabulary during their lessons and they build upon their prior learning, recapping each week so that the children's knowledge is secure. Spanish planning ensures the development of all four key skill areas (listening, reading, speaking and writing) and planning is sequenced to promote progression in terms of the building blocks of language: phonics, grammar, vocabulary. Focus in Years 3 and 4 is given to word level development and developing confidence in spoken Spanish language. Whereas, Years 5 and 6 are introduced to a greater degree of text level written work and independent language learning, such as using dictionaries and vocab builders to research new vocabulary. Teaching has a focus on collaborative structures to promote the engagement of all pupils and is appropriately adapted to support the progression of all learners at Raeburn. Staff have the opportunity to develop and upskill their own confidence in Spanish language and language learning strategies with the support from a Spanish specialist.</p>	<p>Children have the opportunity to sound out and blend new Spanish words using flashcards. Stories are used to unlock the knowledge, skills and concepts of our Spanish curriculum and there is the expectation that reading is a component of every lesson. Children engage with the stories within their Spanish unit, or through our use of The One Third Story packs.</p>	<p>Spanish vocabulary is revisited and recycled across the year groups, in order to achieve a high degree of 'sticky knowledge'. Key vocabulary is present in all KS2 classrooms, through the use of displays. Staff also make use of opportunities to include our studied language into our daily routines e.g. registers.</p> <p>The building blocks of language (phonics, grammar and vocabulary) are shared with staff and children through the termly planning grids (attached below).</p>
Inclusion	Assessment	CPD

<p>We have high expectations of all children and expect them to make progress and access lessons. Spanish lesson planning uses a multisensory approach and adaptive teaching and scaffolding are used to support learners.</p>	<p>Teachers monitor the impact of Spanish language learning through formative and summative assessments. This assessment covers all four key skills of reading, writing, speaking and listening and the curriculum is regularly reviewed to match the needs of the children .</p> <p>The combination of in class assessments and end of unit summative assessments are used to inform an end of term judgement of pupils' attainment (recorded on Sonar).</p>	<p>In class support from a Spanish specialist. Termly planning and progression of skills managed by subject lead. Subject specific language videos produced by subject lead to support staff fluency. Bank of videos relating to language teaching and learning techniques available for and accessed by all staff. National College.</p>
Monitoring	Whole School/Parental involvement	Cultural Capital
<p>Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.</p>	<p>At least one half termly sharing of books and classwork through open classrooms or parent/teacher meetings.</p>	<p>Children learn to appreciate and understand a range of cultures. Children show respect for different faiths and cultural diversity.</p>
Whole school displays	<p>All KS2 classrooms have a Spanish working wall display where key vocabulary is placed. All KS2 classrooms display a set of key instructional language flashcards. This language is used frequently in Spanish lessons. Subject lead ensures the whole school display in the computing suite is updated to share examples of learning from each year group.</p>	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
<p>Evidence collected from pupil voice-</p> <p>Children talk enthusiastically about their Spanish learning and look forward to their Spanish lessons. They enjoy learning new vocabulary and some children talk of their excitement at using their language skills when they go on holiday to Spanish speaking countries.</p>	<p>Children are able to understand and correctly utilise subject specific vocabulary. With increasing confidence, fluency and precision children can manipulate vocabulary to create their own sentences. Termly planning grids ensure coverage and progression in all skills relating to Spanish. This includes the building blocks of language learning. The use of 'sticky-time' in all lessons ensures that knowledge is embedded and fluency developed.</p>	<p>Children are able to understand and correctly utilise subject specific vocabulary. With increasing confidence, fluency and precision, children in KS2 are able to speak, write, listen and read in Spanish. They have a year group appropriate level of grammatical knowledge that they can apply to vocabulary in a variety of topics. Children can use Spanish language to speak and write at a level that provides a solid foundation for further language learning at secondary school.</p>	<p>Children make substantial progress from their starting points across KS2. Children talk confidently about their learning.</p>

Termly Coverage/Planning Grids:

YEAR 3

Target Language:

Lesson 1:

iHola! [Hello!] iAdiós! [Goodbye!] Buenos días [Good morning] Buenas tardes [Good afternoon] Buenas noches [Good evening]

Lesson 2:

Me llamo... [My name is...] ¿Cómo te llamas? [What's your name?] Señor [Mr], Señora [Mrs], Señorita [Miss], ¿Y tú? [And you?]

Lesson 3:

¿Qué tal? [How are you?], Bien [well], Muy bien [very well], Fenomenal [great], Regular [so-so], Mal [bad/not well], Muy mal [very bad/not well at all], Fatal [dreadful], Gracias [thank you], ¿Y tú? [and you?], Pregúntame [ask me].

Lesson 4:

iAdiós! [Bye!], iHasta luego! [See you later!] iHasta pronto! [See you soon!] iHasta mañana! [See you tomorrow!] iFeliz fin de semana! [Have a nice weekend!]

Lesson 5:

cero [zero], uno [one], dos [two], tres [three], cuatro [four], cinco [five], seis [six], siete [seven], ocho [eight], nueve [nine], diez [ten], más [more], menos [less], son [are/ make], iVamos! [Let's go!], iA contar! [Let's count!]

Lesson 6:

¿Cuántos años tienes? [How old are you?], tengo ... años [I am ... years old], ¿y tú? [and you?], iEscucha! [Listen!], iCumpleaños Feliz! [Happy birthday!]

Teacher Language:

iBienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?] ¿Cómo se dice en inglés...? [How do you say in English] ¿Qué significa...? [What does... mean?] ... significa ... [it means...]
iVámos! [Come on, let's go!]
Escucha [Listen]
Repité [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go]

Assessment Statements:

By the end of this unit...

...all children should be able to:

- say hello and goodbye;
- introduce themselves;
- say how they are feeling;
- count to ten;
- say how old they are.

...most children will be able to:

- use different greetings for different situations;
- ask and answer simple questions for each topic area.

...some children will be able to:

- use vocabulary they have learnt elsewhere to develop their sentences.

KS2 Spanish Autumn Term Year 3 Meet and Greet (unit 1)

Building Blocks of Language

Phonics

- LL sound (y)
- Qu sound (k)
- Use of accents to emphasise that sound. Eg: Adiós
- Ñ sound (enyay)

Grammar

- Me llamo and te llamas (manipulating between 1st and 2nd person of the verb llamarse)
- Use of question marks in Spanish questions (one at the start and one at the end)
- Use of exclamation marks in Spanish exclamations (one at the start and one at the end)
- Tengo and tienes (manipulating between 1st and 2nd person of the verb tener)

Vocab:

See section 1- Target language

Target Language:

Lesson 1:

Siéntate [sit down], levántate [stand up], arregla las sillas [put your chairs under], cállate [be quiet], escucha [listen], mira [look], mírame [look at me], ven a la alfombra [come to the carpet], repite [repeat], recoge la mesa [tidy up the desk], ¡vamos! [off you go!], vamos a jugar [let's play]

Lesson 2:

Aquí está [This is], aquí están [these are], la cabeza [head], los hombros [shoulders], las piernas [legs], los pies [feet], los ojos [eyes], las orejas [ears], la boca [mouth], la nariz [nose]

Lesson 3:

Aplaudes [Clap], pon [put down], patea [stamp your feet], corre [run], levanta la mano [put your hand up], baja la mano [put your hand down], salta [jump], cruza los brazos [cross your arms], anda [walk], toca [touch], coge [take].

Lesson 4:

¿De qué color es? [What colour is it?], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [chestnut brown], Es... [It's...]

Lesson 5:

Una falda [skirt], unos pantalones [trousers], un jersey [jumper], una camiseta [T-shirt], una camisa [shirt], unos pantalones cortos [shorts], un vestido [dress], una sudadera [sweatshirt], unos zapatos [shoes], unas zapatillas [trainers], unos calcetines [socks]

Lesson 6:

Unos guantes [gloves], una bufanda [scarf], un abrigo [coat], un gorro [hat], un impermeable [waterproof jacket], unas gafas [glasses], un cinturón [belt], unas botas [boots], ¿Qué llevas? [What are you wearing?], Llevo... [I'm wearing...], y [and].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English?]
¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámonos! [Come on, let's go!]
Escucha [Listen]
Repítelo [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Spring Term Year 3 My Body (unit 2)

Assessment Statements:

By the end of this unit

...all children should be able to:

- give and respond to simple classroom instructions appropriately;
- name parts of the body from a song;
- identify colours;
- name items of clothing.

...most children will be able to:

- ask and answer questions using the topic vocabulary;
- read and write simple words;
- link un/una to masculine and feminine nouns;
- use 'y' to link several items in a sentence.

...some children will be able to:

- use vocabulary they have learnt elsewhere to develop their sentences in more detail.

Building Blocks of Language

Phonics

- Z sound (th)
- rr sound (rolled r sound)
- J sound (ha)

Grammar

- Está and están (manipulating the verb estar between the singular and plural)
- Es (using the 3rd person of the verb ser)
- Hay (using there is / there are)
- Introduction of un/una to differentiate between masculine and feminine singular form.
- Introduction of unos/unas to differentiate between masculine and feminine plural forms.
- Llevo, llevas and lleva (1st, 2nd and 3rd person of the verb llevarse)
- Word placement of noun then adjective when describing. E.g Llevo la camiseta verde

Vocab:

See section 1- Target language

Target Language:

Lesson 1: Una manzana [an apple], dos peras [two pears], tres ciruelas [three plums], cuatro fresas [four strawberries], cinco naranjas [five oranges], un pastel [a cake], un helado [an ice cream], un bocadillo [a sandwich], un trozo de queso [a piece of cheese], una salchicha [a sausage], una piruleta [a lollipop], una magdalena [a cupcake], jamón [ham], pan [bread], un trozo de sandía [a piece of watermelon].

Lesson 2: Me gustaría... [I would like], por favor [please], un/una [a - masculine/ feminine], unos/unas [some - masculine/ feminine], aquí tienes [here you are], gracias [thank you], de nada [you are welcome].

Lesson 3: Me gusta [I like - singular], no me gusta [I don't like - singular], me gustan [I like - plural], no me gustan [I don't like - plural], el/la/los/las [the - masc. sing./fem. sing./masc. plur./fem. plur.] ¿Qué te gusta? [What do you like?]

Lesson 4: Claro [light], oscuro [dark], brillante [bright], ¿De qué color es? [What colour is it?], Es de color... [It's...], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [brown].

Lesson 5: Dulce [sweet], salado [savoury], delicioso [delicious], horrible [horrible], sano [healthy], malsano [unhealthy], es [it is], son [they are].

Lesson 6: Abre [open], corta [cut], el agua [water], el jabón [soap], la espuma [foam], la servilleta [towel/napkin].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English?]
¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repíté [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Summer Term Year 3 Time to Eat (unit 3)

Assessment Statements:

By the end of this unit

...all children should be able to:

Follow a story and join in the repeated parts. Say what foods from a set they like/dislike. Describe the colour of an object. Ask politely for something.

...most children will be able to:

Predict a repeated phrase. Make a range of simple statements by substituting vocabulary. Modify a colour adjective. Respond appropriately to a polite request.

...some children will be able to:

Recognise the correct determiner depending on gender/number. Select adjectives based on gender/number of nouns.

Building Blocks of Language

Phonics

- Ci (ciruelas) sound (th)
- Ce (dulce) sound (they)

Grammar

- Come (3rd person singular of the verb comer)
- Unos and unas (some)
- Me gustaría... (I would like...)
- Tienes (2nd person of the verb tener)
- el/la/los/las (singular and plural of the)
- Me gusta / No me gusta (1st person of the verb gustarse)
- Es / son (it is / they are. 3rd person singular and plural or verb estar)

Vocab:

See section 1- Target language

YEAR 4

Target Language:

Lesson 1: ¿Quién es? [Who's this?], yo [me], mi (singular)/mis (pl) [my], padres [my parents], madre [mother], padre [father], hermano [brother], hermana [sister], abuela [grandmother], abuelo [grandfather], abuelos [grandparents], familia [family], padrastro [stepfather], madrastra [stepmother], hermanastro [stepbrother], hermanastra [stepsister] aquí está/están [here is/are]

Lesson 2: Un perro [dog], un gato [cat], una tortuga [tortoise], un hámster/hámsteres [a hamster/ hamsters], un pez/peces [a fish/fish (plural)], un pájaro [bird], un ratón/ratones [a mouse/ mice], una cobaya [guinea pig], un conejo [rabbit], una serpiente [snake], ¿Tienes animales? [Do you have pets?], tengo/tienes [I have/you have].

Lesson 3: La letra [letter], el alfabeto [alphabet], ¿Qué falta? [What's missing?].

Lesson 4: ¿Cómo se llama? [What's their name?], se llama [they are called], te toca a ti [it's your turn], tío [uncle], tía [aunt], primo [cousin - male], prima [cousin - female].

Lesson 5: Cómo [how], se escribe [it/that is written], mayúscula [capital letter], la tilde [accent], minúscula [lower case].

Lesson 6: ¿Tienes animales? [Do you have any pets?], Tengo... [I have], ¿Cómo se llama? [What's their name?], se llama [they are called], ¿Quién hay en tu familia? [Who's in your family?].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English?]
¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repité [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Autumn Term Year 4 The People Around Me

Assessment Statements:

By the end of this unit

...all children should be able to:

- identify and introduce some of their relations
- name some common pets
- recognise some of the letters of the Spanish alphabet.

...most children will be able to:

- consider how verbs have different forms for different subjects
- make new sentences by substituting other vocabulary appropriately
- pronounce some of the letters of the alphabet.

...some children will be able to:

- use the correct form of a verb for the subject
- use singular and plural possessive determiners
- use the Spanish alphabet to spell words.

Building Blocks of Language

Phonics

- H sound (silent letter sound)
- 'rr' sound (rolled in Spanish)
- Introduction of the full Spanish alphabet letters and sounds in lesson 3
- Recap on ll sound (y)

Grammar

- Está / están (3rd person singular and plural versions of 'it is')
- Mi/ mis (singular and plural versions of my)
- Tengo /tienes (I/ you have)
- Un/una (masculine and feminine versions of a)
- Se escribe... (it is spelled)
- Se llama (he /she is called. 3rd person singular of the verb llamarse)
- Mayúscula and minúscula letters (upper and lower case letters)

Vocab:

See section 1- Target language

Target Language:

Lesson 1: La clase [classroom], la puerta [door], la ventana [window], la mesa [table], la silla [chair], el ordenador [computer], el libro [book], las luces [lights], ¿Dónde está...? [Where is it?], ¿Dónde están...? [Where are they?], Aquí está/están [Here it is/ they are].

Lesson 2: El/un estuche [pencil case], el/un lápiz [pencil], el/un bolígrafo [pen], el/un rotulador [felt-tip pen], el/un lápiz de color [coloured pencil], el/un sacapuntas [pencil sharpener], la/una regla [ruler], la/una goma [eraser], ¿Qué hay en tu estuche? [What's in your pencil case?], verdad [true], mentira [false], en mi estuche [in my pencil case], tengo [I have].

Lesson 3: Las asignaturas [subjects], el español [Spanish], el inglés [English], las ciencias [science], las matemáticas [maths], la música [music], el deporte [PE], la historia [history], la geografía [geography], la informática [computing], el dibujo [art], me gusta(n) [I like], no me gusta(n) [I don't like], ¿Te gusta(n)...? [Do you like...?].

Lesson 4: Levántate [stand up], siéntate [sit down], para [stop], camina [walk], corre [run], salta [jump], salta con una pierna [hop], corre en el sitio [run on the spot], los semáforos [traffic lights], cambia de dirección [change direction].

Lesson 5: Los lugares de la escuela [places around school], la clase [classroom], la biblioteca [library], la clase de música [music room], el patio [playground], las canchas [playing field], el salón de actos [assembly hall], la clase de informática [IT room], la oficina del director

[(male) headteacher's office], la oficina de la directora [(female) headteacher's office], el comedor [school canteen], la recepción [school reception], el pasillo [corridor], la sala de profesores [staffroom], ¿Dónde estás? [Where are you?], Estoy en... [I am in/on...] Está en... [They are in/on...]

Lesson 6: ¿Qué te gusta hacer? [What do you like to do?], leer [to read], comer [to eat], correr [to run], cantar [to sing], caminar [to walk], bailar [to dance], jugar al fútbol [to play football], jugar al baloncesto [to play basketball], hablar con mis amigos [to talk with my friends], usar el ordenador [to use the computer].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?] ¿Cómo se dice en inglés...? [How do you say in English] ¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repítelo [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Spring Term Year 4 In the Classroom

Building Blocks of Language

Phonics

- Revision and consolidation of previous Spanish phonic knowledge

Grammar

- El/la/los/las (determiners) revision
- Está / están revision
- Tengo and hay (I have and there are)
- Me gusta/ no me gusta/ te gusta/ te gustan
- Imperative verbs
- Estoy, estás, está (1st, 2nd, 3rd person estar)
- Hacer

Vocab:

See section 1- Target language

Assessment Statements:

By the end of this unit

...all children should be able to:

- listen and respond to topic vocabulary;
- demonstrate understanding with actions;
- write sentences converting el/la to un/una;
- answer questions using the topic vocabulary;
- express simple opinions.

...most children will be able to:

- ask and answer questions using the topic vocabulary;
- begin to know from memory if nouns from the topic are masculine or feminine;
- express opinions with accurate use of '(no) me gusta(n)'.

...some children will be able to:

- use a dictionary/the Internet to develop topic vocabulary further;
- construct a sentence with an adverbial phrase, e.g. 'Me gusta cantar en la clase de música' (I like to sing in the music room);
- express and ask for opinions using the verb 'gustar'.

Target Language:

Lesson 1: Once [eleven], doce [twelve], trece [thirteen], catorce [fourteen], quince [fifteen], dieciséis [sixteen], diecisiete [seventeen], dieciocho [eighteen], diecinueve [nineteen], veinte [twenty], veintiuno [twenty-one], veintidós [twenty-two], veintitrés [twenty-three], veinticuatro [twenty-four], veinticinco [twentyfive], veintiséis [twenty-six], veintisiete [twenty-seven], veintiocho [twenty-eight], veintinueve [twenty-nine], treinta [thirty], treinta y uno [thirty-one].

Lesson 2: Lunes [Monday], martes [Tuesday], miércoles [Wednesday], jueves [Thursday], viernes [Friday], sábado [Saturday], domingo [Sunday], la semana [week], ¿Qué día es? [What day is it?]

Lesson 3: enero [January], febrero [February], marzo [March], abril [April], mayo [May], junio [June], julio [July], agosto [August], septiembre [September], octubre [October], noviembre [November], diciembre [December], mes (m) [month], año (m) [year].

Lesson 4: Mi [my], tu [your], el cumpleaños [birthday], ¿Cuándo es tu cumpleaños? [When is your birthday?], Mi cumpleaños es... [My birthday is...], ¿Qué fecha es? [What date is it?], Cumpleaños feliz [Happy Birthday].

Lesson 5: la fecha [date], ¿Qué fecha es hoy? [What's the date today?], ¿Qué fecha es? [What's the date?], El día de los Muertos [Day of the Dead], El día de Reyes [Kings Day], El día de los inocentes [the Spanish equivalent to April's Fool Day], el día del padre [Father's Day].

Lesson 6: el calendario [calendar], hoy [today], ayer [yesterday], mañana [tomorrow], es [it is], era [it was], será [it will be].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English?]
¿Qué significa...? [What does... mean?]
... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repíté [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Summer Term Year 4 Tell me When

Building Blocks of Language

Phonics

- Y changes to i sound when forming numbers beyond 15.
- Recap of alphabet and phonics through presentation of new vocabulary. Differentiated to the children's needs.

Grammar

- Rules for number formation in Spanish.
- Days of the week and months of the year are not given capital letters in Spanish unless they are at the beginning of a sentence.
- Adding 'es' in front of the Spanish words means 'it is'. For example: 'Es lunes.' means 'It is Monday'.
- Like days of the week, months are written with a lower case letter unless they come at the beginning of a sentence.
- In Spanish, dates are given as cardinal numbers, e.g. Mi cumpleaños es el veinte de marzo. This means the literal translation is My birthday is the twenty of March.
- Hoy es (today is), ayer fue (yesterday was) mañana será (yesterday it was)

Vocab:

See section 1- Target language

Assessment Statements:

By the end of this unit

...all children should be able to:

- say and order the days of the week;
- say and order the months of the year;
- count up to 31;
- say their own birthday.

...most children will be able to:

- recognise how some larger numbers are made by combining words for smaller numbers;
- ask other people for their birthday;
- say today's date;
- identify the correct language for 'yesterday' and 'tomorrow'.

...some children will be able to:

- ask and answer questions about dates;
- use simple past and future tenses.

Target Language:

Lesson 1: Recap on last year's vocab (specific to the needs of the class).

Lesson 2: ¿Dónde vives? [Where do you live?], Vivo en... [I live in...] Vives en... [You live in...] Vive en... [He/she lives in...] Vivimos en... [We live in...] Vivís en... [You plural live in...] Viven en... [They live in...]

Un piso [flat], una casa [house], un chalet [villa], una granja [farm], un bungalow [bungalow]

Lesson 3:

en el centro [in the centre] en un pueblo [in the town] en la ciudad [in the city] en las afueras [in the suburbs] en la costa / cerca del mar [by the sea] en el campo [in the countryside] en un barrio [in a neighbourhood]

Lesson 4:

En mi ciudad [In my town], hay [there is/there are], no hay... [there isn't/there aren't], ni [nor], ¿Qué hay en tu ciudad? [What is there in your town?], una escuela [a school], un museo [a museum], una farmacia [a pharmacy], una estación de trenes [a train station], un supermercado [a supermarket], un cine [a cinema], una cafetería [a café], un parque [a park], un mercado [a market], un banco [a bank].

Lesson 5:

Las decenas [tens], diez [10], veinte [20], treinta [30], cuarenta [40], cincuenta [50], sesenta [60], setenta [70], ochenta [80], noventa [90], cien [100].

Lesson 6:

cero [0], uno [1], dos [2], tres [3], cuatro [4], cinco [5], seis [6], siete [7], ocho [8], nueve [9], diez [10], once [11], doce [12], trece [13], catorce [14], quince [15], dieciséis [16], diecisiete [17], dieciocho [18], diecinueve [19], veinte [20], veintiuno [21], veintidós [22], veintitrés [23], veinticuatro [24], veinticinco [25], veintiséis [26], veintisiete [27], veintiocho [28], veintinueve [29], treinta [30], cuarenta [40], cincuenta [50], sesenta [60], setenta [70], ochenta [80], noventa [90], cien [100], y [and].

Lesson 7:

¿Cuál es tu dirección? [What's your address?], Mi dirección es... [My address is...], la calle [street], la avenida [avenue], la plaza [square], número [number].

Lesson 8: La Navidad (Christmas in Spain)

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
 ¿Cómo se dice en español...? [How do you say in Spanish?]
 ¿Cómo se dice en inglés...? [How do you say in English?]
 ¿Qué significa...? [What does... mean?] ... significa ... [it means...]
 ¡Vámos! [Come on, let's go!]
 Escucha [Listen]
 Repíté [Repeat after me]
 Silencio [Silence]
 Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
 Muy bien [Very good]
 Excelente / fantástico [fantastic!]

**KS2 Spanish
 Autumn Term Year 5
 My Town**

Building Blocks of Language

Phonics

- Use of accents to improve pronunciation. E.g estación, número,
- Vowel digraph sounds - ue, uo, iu, io, ua, illa, ja, ei, ay
- Discussion of variation in accents between South American and castilian Spanish.

Grammar

- Conjugation of the present tense form of the verb vivir.
- Using first, second and third person of the verb vivir to ask and answer questions about where we live.
- Gender of nouns.
- Use of the words un and una el and la (agreement).
- Correct use of plural and singular determiners.
- Use of the verb hay from haber.

Vocab:

See left column.

Assessment Statements:

By the end of this unit

...all children should be able to:

- Say where they live
- Identify and say typical amenities to be found in towns.
- Say and order multiples of ten in Spanish.
- Ask and give simple address in Spanish.
- Locate the correct part of a bilingual dictionary to translate from Spanish - English or viceversa

...most children will be able to:

- Ask and answer where they live
- Say in Spanish which amenities or features are found in their own town.
- Use multiples of ten and number operations to do simple calculations.
- Use a bilingual dictionary with increasing accuracy and confidence to translate Spanish - English or viceversa.

...some children will be able to:

- Describe their own or a Spanish-speaking town or city in terms of the amenities found there.
- Count with confidence to 100 and do simple calculations.
- Hold a short dialogue about where they live.
- Suggest new words for a vocabulary set in Spanish and find the translations in a bilingual dictionary.

Lesson Overview

Lesson 1: To refresh our key vocabulary and recap on prior knowledge

Lesson 2: To ask and answer the question 'Where do you live?'

To develop accurate pronunciation and intonation so others understand when they are reading aloud or using familiar words and phrases in the context of where people live.

Lesson 3: To describe what there is in a town

To listen attentively to spoken language and show understanding by joining and responding in the context of describing our town.

Lesson 5: To identify tens up to 100

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens.

Lesson 6: To recognise and say numbers 0-100

To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting to 100.

Lesson 7: To say and ask where we live

To present ideas and information orally to a range of audiences in the context of giving your address.

Lesson 8: To say and ask where we live.

¿Cuál es tu dirección? [What's your address?], Mi dirección es... [My address is...], la calle [street], la avenida [avenue], la plaza [square], número [number] el barrio [neighbourhood], casco antiguo [old quarter], aquí está [here it is].

Lesson 9: La Navidad

Target Language:

Lesson 1: un coche [car], un autobús [bus], una bicicleta [bicycle], a pie [on foot], un tren [train], un camión [lorry], un avión [plane], un monopatín [scooter], un taxi [taxi], una moto [motorbike], los medios de transporte [transport].

Lesson 2: ¿Cómo vas a la escuela? [How do you go to school?], Voy a la escuela... [I go to school...], en coche [by car], en autobús [by bus], en bici [by bike], en tren [by train], en monopatín [by scooter], en taxi [by taxi], en moto [by motorbike], a pie [on foot].

Lesson 3: las direcciones [directions], a la izquierda [to the left], a la derecha [to the right], todo recto [go straight], las instrucciones [instructions], gira a la derecha [turn right], gira a la izquierda [turn left], gira [turn], ¡para! [stop!].

Lesson 4: La cabeza [head], el hombro [shoulder], la pierna [leg], el pie [foot], el brazo [arm], el codo [elbow], la rodilla [knee], la mano [hand], corre [run], anda [walk], salta [jump], gira en el sitio [turn on the spot], para [stop], dobla [bend/fold], estira [stretch out], enlaza [twist/link], agarra [hold], deja [let go/release].

Lesson 5: ¿Cómo se va a..., por favor? [How do I get to..., please?], al [to the (+ masculine noun)], a la [to the (+ feminine noun)], está [it is], a la izquierda [to the left], a la derecha [to the right], todo recto [go straight], primera [first], segunda [second], tercera [third], la escuela [school], el museo [museum], la farmacia [pharmacy], la estación de trenes [train station], el supermercado [supermarket], el cine [cinema], la cafetería [café], el parque [park], el mercado [market], el banco [bank].

Lesson 6: Voy [I go], vas [you go - singular], va [he/ she goes, you go - singular formal], vamos [we go], vais [you go - plural], van [they go], ir [to go].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?] ¿Cómo se dice en inglés...? [How do you say in English] ¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repíté [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Spring Term Year 5 Let's go (Vamos)

Building Blocks of Language

Phonics

- read and say words containing the Spanish spellings 'ga', 'ge', 'gi', 'go', 'gu' pronounced /h/ or /g/:

Grammar

- use the correct article to precede a noun according to gender;
- use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;
- use correct subject/verb agreement for all parts of the verb 'to go':

Vocab:

See left column.

Assessment Statements:

By the end of this unit

...all children should be able to:

- name some types of transport;
- use the 1st and 2nd person singular of the verb 'ir' (to go) correctly in a simple sentence;
- respond to simple instructions for direction and movement;
- follow simple directions to find a place on a map.

...most children will be able to:

- use the correct article to precede a noun according to gender;
- use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;
- give and respond to simple movement/direction instructions;
- give simple directions by substituting vocabulary as necessary;
- follow simple directions to find a place on a map.

...some children will be able to:

- talk about types of transport in full sentences;
- use correct subject/verb agreement for all parts of the verb 'to go';
- read and say words containing the Spanish spellings 'ga', 'ge', 'gi', 'go', 'gu' pronounced /h/ or /g/;
- give and respond to a sequence of movements;
- give 2-step directions by substituting vocabulary as necessary;

Lesson Overview

Lesson 1: To tell other people about types of transport.

To present ideas and information orally to a range of audiences in the context of types of transport.

Lesson 2: To use the verb 'to go' in a simple sentence.

To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of how people travel to school.

Lesson 3: To ask for and respond to directional instructions in Spanish.

To develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases in the context of giving directions.

Lesson 4: To use my knowledge of actions and directions to give and follow instructions.

To describe people, places, things and actions orally and in writing in the context of instructions containing actions and directions.

Lesson 5: To ask for and give directions to a place in Spanish.

To engage in conversations; To ask and answer questions in the context of travelling around a town.

Lesson 6: To give a sentence subject-verb agreement.

To understand basic grammar appropriate to language, (conjugation of high-frequency verbs) in the context of talking about travel.

Target Language:

Lesson 1: ¿Qué es? [What is it?], la manzana [apple], la naranja [orange], el plátano [banana], la fresa [strawberry], el melocotón [peach], el arándano [cranberry], el albaricoque [apricot], la pera [pear], ¿Te gusta(n)? [Do you like?], me gusta(n) mucho [I like... a lot], no me gusta(n) nada [I don't like...at all].

Lesson 2: las verduras [vegetables], un pimiento [pepper], una cebolla [onion], una patata [potato], un guisante [pea], una zanahoria [carrot], un calabacín [courgette], una coliflor [cauliflower], un champiñón [mushroom], quisiera [I would like], un/una [a], unos/unas [some].

Lesson 3:

La ropa [clothes], un vestido [a dress], un abrigo [a coat], un jersey [a jumper], unos pantalones [a pair of trousers], una camiseta [a T-shirt], una chaqueta [a jacket], una falda [a skirt], unas botas [a pair of boots], ¿Tienes...? [Do you have...?], Sí, tengo... [Yes, I have...], No, no tengo... [No, I don't have...].

Lesson 4:

La panadería [bakery], la pastelería [cake shop], la zapatería [shoe shop], la tienda de ropa [clothes shop], la joyería [jeweller's], la carnicería [butcher's], el mercado [market] el kiosco [newsagent's], una camisa [shirt], un pastel [cake], una salchicha [sausage], un reloj [watch], unos zapatos [shoes], un tebeo [comic], una barra de pan [loaf of bread], una coliflor [cauliflower], unas botas [a pair of boots], ¿Dónde puedo comprar...? [Where can I buy...?], Puedes comprar [you can buy], lo/la [it - masculine/feminine], los/las [them - masculine or mixed/feminine], en [in].

Lesson 5:

El dinero [money], ¿Cuánto vale? [How much is it?], ¿Cuánto valen? [How much are they?], Son ... euros [It's ... euros], Son ... céntimos [It's ... cents], Son ... euros con ... céntimos [It's ... euros and ... cents], el cambio [the change], Aquí tienes el cambio [Here is the change].

Lesson 6:

¿Cuánto vale? [How much is it?], ¿Cuánto valen? [How much are they?], Son ... euros [It's ... euros], Son ... céntimos [It's ... cents], Son ... euros con ... céntimos [It's ... euros and ... cents], el cambio [the change], Aquí tienes el cambio [Here is the change].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English]
¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repíté [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Summer Term Year 5 Shopping (Ir de compras)

Building Blocks of Language

Phonics

- Recap of ñ sound.
- Use of accents to inform correct pronunciation.

Grammar

- Correct agreement of the verb gustar (me gusta / me gustan)
- Appropriate use of indefinite articles (un, unos, una, unas)
- Place adjectives after the noun.
- Add modifiers accurately.
- Feminine, masculine and plural agreement of adjectives.
- Appropriate use of direct object pronouns to replace a noun.

Vocab:

See left column.

Assessment Statements:

By the end of this unit

...all children should be able to:

- Listen and respond to topic vocabulary.
- Answer questions using the topic vocabulary.
- Take part in role play as a shopper/shopkeeper, speaking in Spanish.
- Greet and respond.

...most children will be able to:

- Choose the correct verb form 'me gusta/me gustan' according to the number of nouns.
- Use the appropriate indefinite articles un, una, unos and unas.
- Use adjectives (colours) and place them after the noun.
- Ask questions using the topic vocabulary.
- Count up 100 in Spanish

...some children will be able to:

- Add modifiers to their opinions.
- Change adjectives to feminine and plural when needed.
- Use the appropriate direct object pronoun lo/la/los/las to replace a noun.

Lesson Overview

Lesson 1: To express opinions orally and in writing, using quantifiers.

To engage in conversations; ask and answer questions; express opinions and respond to those of others in the context of asking and answering whether you like certain fruit.

Lesson 2: To make a polite request in a Spanish shop.

To understand basic grammar appropriate to the language being studied in the context of shopping for vegetables.

Lesson 3: To describe clothes using adjectives.

To understand basic grammar appropriate to the language being studied in the context of describing the colour of clothes.

Lesson 4: To ask and answer the question 'Where can I buy...?'

To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking and answering questions about where you can buy certain items.

Lesson 5: To express and ask for prices in Spanish.

To engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopper and shopkeeper role play.

Lesson 6: To take part in role play speaking Spanish.

To engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role-play: shopper and shopkeeper

Target Language:

Lesson 1: Recap on last year's vocab (specific to the needs of the class).

Lesson 2: Cien [100], doscientos [200], trescientos [300], cuatrocientos [400], quinientos [500], seiscientos [600], setecientos [700], ochocientos [800], novecientos [900], mil [1000], dos mil [200], tres mil [3000], cuatro mil [4000], cinco mil [5000], seis mil [6000], siete mil [7000], ocho mil [8000], nueve mil [9000].

Lesson 3: ¿Cuántos años tienes? [How old are you?], Tengo... años [I'm... years old], tener [to have], tengo [I have], tienes [you have (singular)], tiene [he/she/it has], tenemos [we have], tenéis [you have (plural)], tienen [they have].

Lesson 4: Historia de España [Spanish history], el calendario [calendar], números [numbers], los días de la semana [days of the week], los meses del año [months of the year], ¿Qué fecha es hoy? [What is the date today?], hoy [today], es [it is], ¿Qué fecha fue ayer? [What was the date yesterday?], ayer [yesterday], fue [it was] ¿Qué fecha será mañana? [What will the date be tomorrow?], mañana [tomorrow], será [it will be], la fecha [the date].

Lesson 5: Es el año... [It is the year...], ¿En qué año fue? [What year was it?], Fue en el año... [It was in the year...], cien [100], doscientos [200], trescientos [300], cuatrocientos [400], quinientos [500], seiscientos [600], setecientos [700], ochocientos [800], novecientos [900], mil [1000], dos mil [200], tres mil [3000], cuatro mil [4000], cinco mil [5000], seis mil [6000], siete mil [7000], ocho mil [8000], nueve mil [9000].

Lesson 6: ¿Cuándo naciste? [When were you born?], nací [I was born], naciste [you were born (singular)], nació [he/she/it was born], nacer [to be born], ¿Dónde naciste? [Where were you born?], en [in].

Lesson 7: ¿Cuándo naciste? [When were you born?], ¿Dónde naciste? [Where were you born?], en [in], nací [I was born], naciste [you were born (singular)], nació [he/she/it was born], nacer [to be born], ¿Quién es? [Who is it?], murió [he/she/it died], se llama [he/she/it is called].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
 ¿Cómo se dice en español...? [How do you say in Spanish?]
 ¿Cómo se dice en inglés...? [How do you say in English]
 ¿Qué significa...? [What does... mean?] ... significa ... [it means...]
 ¡Vámos! [Come on, let's go!]
 Escucha [Listen]
 Repité [Repeat after me]
 Silencio [Silence]
 Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
 Muy bien [Very good]
 Excelente / fantástico [fantastic!]

**KS2 Spanish
 Autumn Term Year 6
 Our Past**

Building Blocks of Language

Phonics

- Silent h sound in words such as 'hoy'.
- Revisit ñ sound.
- The letter 'c' has two sounds. 'C' makes the sound 'th' before the vowels 'e' and 'i', e. g. 'ce', 'ci', and it makes the sound 'k' if it is before the vowels 'a', 'o' and 'u', e. g. 'ca', 'co', 'cu'.

Grammar

- Tener (how to form and use all 6 persons of the present tense verb).
- Use of 'fue' past tense of it is (it was)
- Use of 'será' future tense of it is (it will be).
- Past tense 1st and 3rd person of the verb nacer (to be born)
- Past tense 3rd person of 'morir' 'to die'

Vocab:

See left column.

Assessment Statements:

By the end of this unit

...all children should be able to:

- identify four-digit numbers in written form;
- say three-digit numbers;
- recognise the date when listening to it;
- match a few conjugations of the verb 'to have' to its subject.

...most children will be able to:

- say numbers up to four digits;
- use numbers in a variety of sentences;
- remember some key events of Spanish history;
- say and write some conjugations of the verb 'to have' and use them in a sentence;
- say when and where they were born.

...some children will be able to:

- give the year in Spanish of some key events in Spanish history;
- conjugate the verb 'to have' for all subject forms in full sentences;
- use key questions in a conversation.

Lesson Overview

Lesson 1: To refresh our key vocabulary and recap on prior knowledge

Lesson 2: To learn and practise forming numbers to 10,000

Lesson 3: To say how old something or someone is

Lesson 4: To say what the day is, was and will be

Lesson 5: To be able to say confidently a range of years in Spanish

Lesson 6: To talk about when and where you were born

Lesson 7: To talk about where and when a famous person was born and died

Building Blocks of Language

Phonics

- Vowel sounds including the letter 'y' (also a vowel sound in Spanish).
- Two sound Letters: 'C' and 'G' have 2 sounds depending on which vowels they precede.
- Double letters: 'll' and 'rr'
- Other sounds: 'h', 'ñ', 'qu' and 'gu'.
- Accents: accents only appear in vowels and that they indicate which syllable has the strongest sound.
- Asking questions: Raising their voice at the end.

Grammar

- Nouns
- Adjectives and Adverbs
- Conjugating a Verb
- Key Verbs in the Present Tense
- Prepositions
- Conjunctions
- Negatives
- Talking About the Future
- Talking About the Past

Vocab:

[Resources](#)

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English]
¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repité [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Spring Term Year 6 Moving On Up!

Lesson Overview

Lesson 1 and 2: Pronunciation Planet

Lesson 3: To understand some key aspects of Spanish stories, songs, poems, rhymes and culture.

Lesson 4: To understand and use a range of vocabulary about different topics.

Lesson 5: To listen attentively and respond appropriately when someone speaks in Spanish.

Lesson 6: To become more confident with Spanish literacy skills

Lesson 7: To understand and use a range of Spanish grammatical structures.

Assessment Statements:

By the end of this unit

...all children should be able to:

- identify and repeat some key Spanish sounds;
- remember some information about Spain, Spanish speaking countries and Spanish culture;
- find familiar words in a poem in Spanish;
- look up a word in a Spanish dictionary or online language tool.
- take part in a short conversation in Spanish;
- understand some key information in written and spoken Spanish;
- write a few sentences about themselves in Spanish;
- understand some key grammar points e.g. genders and plurals of nouns.

...most children will be able to:

- attempt to pronounce unfamiliar words and phrases;
- understand the gist of a Spanish poem by finding familiar words;
- use a range of strategies to learn new words;
- correctly identify different word types;
- understand some detail in written and spoken Spanish.
- use some high-frequency verbs to describe everyday events and activities;
- write a few short sentences about themselves and about others in Spanish;
- recognise the difference between verbs in the past, present and future.

...some children will be able to:

- pronounce unfamiliar Spanish words confidently and accurately;
- identify rhyming words in Spanish in a poem;
- use longer sentences to describe themselves or others in detail;
- use a range of verbs to describe everyday events and activities.
- follow a pattern to conjugate a verb in the present tense;
- use different verb forms to refer to the past, present and future;
- look up a word in a Spanish dictionary or online language tool and include it in their writing;
- use a range of strategies to work out the meaning of new words.

Raeburn's Spanish Building Blocks of Language Learning Road Map



KS2

Year 3

Phonics
 # LL sound (y)
 # Qu sound (k)
 # Accents to emphasise that sound.
 Eg: *Adiós*
 # Ñ sound (envey)

Grammar
 # Me *llamo* and *te llamas* (*llamarse*)
 # Use of question marks
 # Use of exclamation marks
 # *Tengo* and *tienes* (*tener*)

Phonics
 # Z sound (th)
 # rr sound (rolled r sound)
 # J sound (ha)

Grammar
 # *Está* and *están* (*estar*)
 # *Es* (*ser*)
 # *Hay* (here is / there are)
 # Masculine and feminine singular forms—*un / una*
 # Masculine and feminine plural forms—*unos / unas*.
 # *Llevo, llevas* and *lleva* (*llevarse*)
 Noun and adjective word placement.

Phonics
 # Ci (ciruelas) sound (th)
 # Ce (dulce) sound (they)

Grammar
 # *Come* (*comer*)
 # *Unos* and *unas* (some)
 # *Me gustaría...* (I would like...)
 # *Tienes* (*tener*)
 # *el/la/los/las* (singular and plural)
 # *Me gusta / No me gusta* (*gustarse*)
 # *Es / son* (*ser*)

Please see termly overviews for detailed information on vocabulary covered

Year 4

Phonics
 # H sound (silent letter sound)
 # 'rr' sound (rolled in Spanish)
 # Introduction of the full Spanish alphabet letters and sounds in lesson 3
 # Recap on j sound (y)

Grammar
 # *Está / están* (*estar*)
 # *Mi / mis* (singular and plural versions of my)
 # *Tengo / tienes* (*tener*)
 # *Un / una* (recap)
 # *Se escribe...* (it is spelled)
 # *Se llama* (*llamarse*)
 # *Mayúscula* and *minúscula* (upper and lower case letters)

Phonics
 # Revision and consolidation of previous phonic knowledge

Grammar
 # *E/la/los/las* (determiners) revision
 # *Está / están* revision
 # *Tengo* and *hay* (I have and there are)
 # *Me gusta / no me gusta / te gusta / te gustan*
 # Imperative verbs
 # *Estoy, estás, está* (1st, 2nd, 3rd person *estar*)
 # *Hacer*

Phonics
 # Y changes to j sound when forming numbers beyond 15.
 # Recap of alphabet and phonics through presentation of new vocabulary. Differentiated to the children's needs.

Grammar
 # Rules for number formation in Spanish.
 # Days of the week and months of the year are not given capital letters in Spanish unless they are at the beginning of a sentence.
 # *Es* (*ser*)
 # Upper and lower case letters for months and days
 # Cardinal numbers
 # *Hoy es* (today is), *ayer fue* (yesterday was) *mañana será* (yesterday it was)

Our Building Blocks of Language Learning



KS2

Year 5

Phonics:
Use of accents to improve pronunciation. E.g estación, número,
Vowel digraph sounds - ue, uo, iu, io, ua, illa, ja, ei, ay
Discussion of variation in accents between South American and castilian Spanish.

Grammar:
Conjugation of the present tense form of the verb vivir.
Using first, second and third person of the verb vivir to ask and answer questions about where we live.
Gender of nouns.
Use of the words un and una el and la (agreement).
Correct use of plural and singular determiners.
Use of the verb hay from haber.

Phonics:
read and say words containing the Spanish spellings 'ga', 'ge', 'gi', 'go', 'gu' pronounced /h/ or /g/;

Grammar:
use the correct article to precede a noun according to gender;

use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;

use correct subject/verb agreement for all parts of the verb 'to go';

Phonics:
Recap of ñ sound.
Use of accents to inform correct pronunciation.

Grammar:

Correct agreement of the verb gustar (me gusta / me gustan)
Appropriate use of indefinite articles (un, unos, una, unas)
Place adjectives after the noun.
Add modifiers accurately.
Feminine, masculine and plural agreement of adjectives.
Appropriate use of direct object pronouns to replace a noun.

Please see termly overviews for detailed information on vocabulary covered

Year 6

Phonics:
Silent h sound in words such as 'hoy'.
Revisit ñ sound.
The letter 'c' has two sounds. 'c' makes the sound 'th' before the vowels 'e' and 'i', e. g. 'ce', 'ci', and it makes the sound 'k' if it is before the vowels 'a', 'o' and 'u', e. g. 'ca', 'co', 'cu'.

Grammar:
Tener (how to form and use all 6 persons of the present tense verb.
Use of 'fue' past tense of it is (it was)
Use of 'será' future tense of it is (it will be).
Past tense 1st and 3rd person of the verb nacer (to be born)
Past tense 3rd person of 'morir' 'to die'

Phonics:
Vowel sounds including the letter 'y' (also a vowel sound in Spanish).
Two sound Letters: 'C' and 'G' have 2 sounds depending on which vowels they precede.
Double letters: 'll' and 'rr'
Other sounds: 'h', 'ñ', 'qu' and 'gu'.
Accents: accents only appear in vowels and that they indicate which syllable has the strongest sound.
Asking questions: Raising their voice at the end.

Grammar:
Recap and reinforce understanding of the following: Nouns, adjectives and adverbs, conjugating a verb, key Verbs in the present tense, prepositions, conjunctions, negatives, use of simple past tense to talk about the past.

Our Building Blocks of Language Learning

Progression of Skills Grid for Foreign Languages - Spanish
End of year objectives for years 3 – 6 to deliver the NC Objectives for KS2

Speaking and Listening:	
By the end of LKS2	By the end of UKS2
<p>KS2 Languages National Curriculum: Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum: Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in Spanish; c listen and understand the main points and some detail from short, spoken material in Spanish.
<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple conjunction; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests. 	<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a begin to identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c begin to adapt intonation to ask questions or give instructions; d begin to show awareness of accents; begin to pronounce words accordingly. 	<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

By the end of LKS2	By the end of UKS2
<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● manipulate familiar language to present ideas and information in simple sentences; ● present a range of ideas and information, using prompts, to a partner or a small group of people; ● present a range of ideas and information, without prompts, to a partner or a group of people.
<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● say simple familiar words to describe people, places, things and actions using a model; ● say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; ● say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● say simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; ● manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; ● use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>Reading and Writing:</p>	
<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● read and show understanding of familiar single words; ● read and show understanding of simple phrases and sentences containing familiar words. 	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● read and show understanding of simple sentences containing familiar and some unfamiliar language; ● read and understand the main points from short, written material; ● read and understand the main points and some detail from short, written material.
<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p> <p>Children can:</p> <ul style="list-style-type: none"> ● use strategies for memorisation of vocabulary; ● make links with English or known language to work out the meaning of new words; ● use context to predict the meaning of new words; 	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); ● use a bilingual dictionary to identify the word class; ● use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.

By the end of LKS2	By the end of UKS2
<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> • identify individual sounds in words and pronounce accurately when modelled; • start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; • adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; • show awareness of accents; begin to pronounce words accordingly. 	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> • read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; • adapt intonation for example to mark questions and exclamations in a short, written passage.
<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> • write single familiar words with understandable accuracy with some support; • write familiar short phrases with understandable accuracy with some support; • replace familiar vocabulary in short phrases written to create new short phrases with some support. 	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> • write a simple sentence from memory using familiar language; • write sentences with familiar language with understandable accuracy; • replace vocabulary in sentences written to create new sentences with understandable accuracy.
<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • copy simple familiar words to describe people, places, things and actions using a model; • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; • write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> • write simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>Stories, Songs, Poems and Rhymes:</p>	
<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> • listen and identify specific words in songs and rhymes and demonstrate understanding; • listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> • listen and identify rhyming words and specific sounds in songs and rhymes; • follow the text of familiar songs and rhymes, identifying the meaning of words; • read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

By the end of LKS2	By the end of UKS2
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Children appreciate stories, songs, poems and rhymes in the language.

Children can:

- join in with actions to accompany familiar songs, stories and rhymes;
- join in with words of a song or storytelling.

Children appreciate stories, songs, poems and rhymes in the language.

Children can:

- follow the text of a familiar song or story;
- follow the text of a familiar song or story and sing or read aloud;
- understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

Grammar:

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- begin to show awareness of word classes – nouns, adjectives, verbs and be aware of similarities in English;
- begin to name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- begin to use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English;
- begin to use the present tense of some high frequency verbs in the third person singular;
- begin to use a simple negative form;
- begin to show awareness of the position and masculine/feminine agreement of adjectives and **start to** demonstrate use;
- begin to recognise and use the first person possessive determiners (mi, mis);
- begin to use simple prepositions in their sentences;
- begin to use the verb 'ser' in the present tense in the third person singular and plural;
- begin to use the present tense of the verb 'estar' in a set phrase to introduce singular and plural nouns;
- begin to use the present tense of the verb 'gustar' in the first person singular with singular and plural nouns.

KS2 Languages National Curriculum

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- identify word classes;
- demonstrate more confident understanding of gender and number of nouns and use appropriate determiners;
- explain and apply the rules of position and agreement of adjectives with **increasing accuracy** and confidence;
- name and use some conjunctions to create compound sentences;
- use some adverbs;
- use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement;
- use the verb 'estar' to locate places, things or people;
- recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- recognise and use the first and third person singular possessive determiners (mi, mis, su, sus);
- recognise and use a range of prepositions;
- use the third person plural of a few high frequency verbs in the present tense;
- conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement;
- conjugate a high frequency verb in the present tense;
- follow a pattern to conjugate a regular verb in the present tense;
- begin to choose the correct tense of a verb with support (present/perfect/imperfect/future) according to context.
- recognise and use the simple future tense of a high frequency verb; compare with English;
- recognise and use a high frequency verb in the perfect tense; compare with English;

Spanish at Raeburn- Lesson Structure

Hola Buenos Días Song

All Spanish lessons across KS2 start with the 'Hola Buenos Días' song to signal that they are now going to learn Spanish.

Sticky-Time

Revise and review previous learning. Make links to previous vocabulary and knowledge from previous lessons/units/terms/years.

Focus on using key questions and use of class Spanish puppet to model unknown answers and engage children.

Introduction of new topic / vocabulary / question

What will we be finding out in the lesson and how does this link to what the children already know?

Use of repetition strategies with flashcards, class puppet, whiteboard resources etc.

Whole Class Reading / Listening Activity

Opportunities to explore new phonics, grammar and vocabulary, use this language in context and develop fluency.

Collaborative Activity

Activity to further develop children's confidence in using new language and opportunities given to extend learning.

Application

New knowledge is deepened through application of specific language skills.

This could be a spoken, listening, reading or writing activity. Evidence is recorded in a dedicated Spanish book. Spoken language is recorded and evidenced in year group folders on Google Drive.

Reflect/ Reinforce

What did we learn today?

What was new and where might our learning head next?

Adiós Hasta Luego Song

All Spanish lessons across KS2 end with the 'Adiós Hasta Luego' song to signal that the Spanish lesson is coming to an end.

Raeburn Spanish Reading Spine

One Third Stories

What are One Third Stories?

One Third Stories are a set of stories books and related activities that complement our languages curriculum at Raeburn. At the heart of One Third Stories is their Clockwork Methodology™ – a unique approach to language learning that gradually introduces children to new words and phrases through beautifully illustrated stories.

Their story boxes build children’s confidence in the four key language skills – listening, reading, writing and speaking – and do it in a uniquely engaging and effective way.

In their native language, children are constantly reading or hearing words that they don’t understand – but they use clues from the context to figure out what they mean. One Third Stories ‘Clockwork Methodology’ works in the same way, exposing children to new language in familiar contexts alongside useful illustrations.

Research shows that children are much better at learning and retaining language when it’s introduced in a context that sparks their imagination. Stories are especially powerful in this respect, with readers’ desire to find out “what happens next” ensuring that their minds are fully engaged. In this way, One Third Story boxes are a great way to instil our children with a lifelong love of languages.

Year 3

Little Monster

How the Dinosaur got his Shoes

The Watery Tale of Wilma the Whale

Year 4

Elliot

Sleuth Sloth

The Zoo Keeper’s Cat

Year 5

Grandpa’s Lost in Space

Tilly

Mr Logan’s Grand Tour

Year 6

Inigo Idaho Insect Inspector

Ada Bell The Curious Explorer

There’s a Dragon in Grandad’s Shed

