

Blenheim Modern Foreign Languages Curriculum



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1. Overview

Spanish has been chosen as our Modern Foreign Language: -

- Spanish is a stressed language similar to English.
- Pronunciation in Spanish is regular
- Spanish is widely spoken – Spanish is the official language of 20 countries. It is the world's second-most spoken native language after Mandarin Chinese; the world's fourth-most spoken language overall after English, Mandarin Chinese, and Hindustani (Hindi-Urdu); and the world's most widely spoken Romance language.
- There are many traditions, cultures and festivals of Spain and Spanish speaking countries.
- Spanish is taught in KS3 at our main feeder high school.

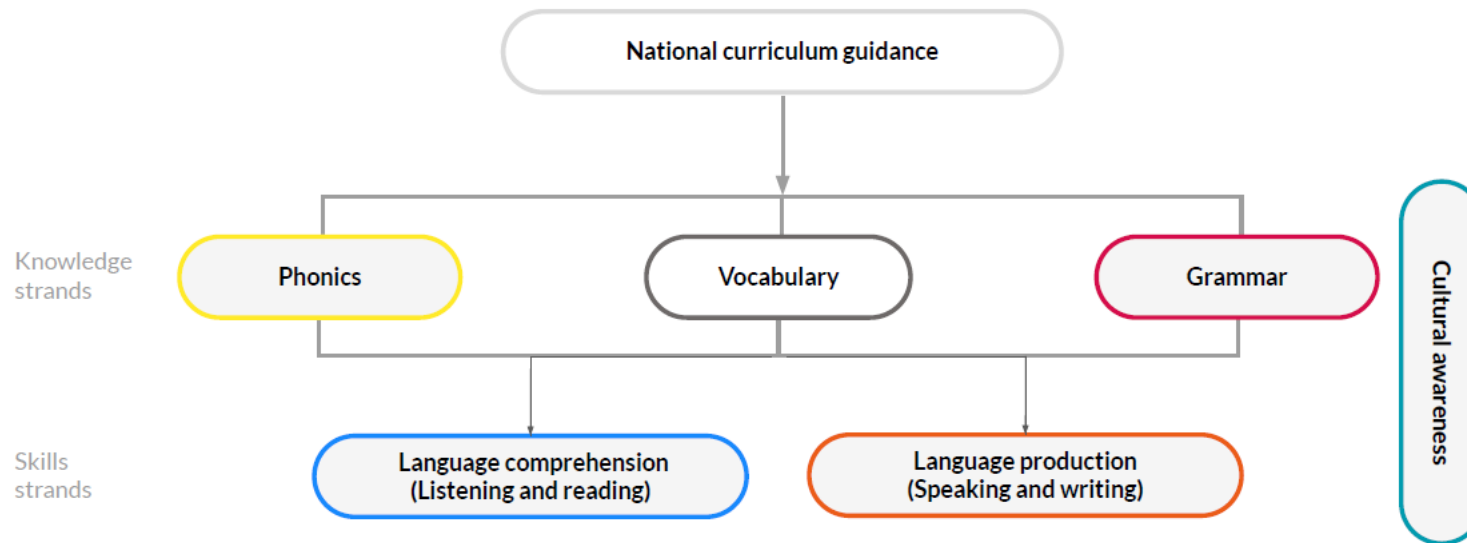
Our Languages curriculum has been designed as follows: -

1. Learning is structured around three knowledge strands (pillars) – phonics, vocabulary and grammar
2. Knowledge acquired in phonics, vocabulary and grammar is applied through two skills strands – language comprehension (listening and reading) and language production (speaking and writing).
3. It is based on a spiral curriculum model where previous skills and knowledge are returned to and built upon.
4. Units of work provide opportunities for pupils to communicate around familiar subjects and routines.

5. Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2.
6. Lessons include listening to native speakers and opportunities for pupils to practice their knowledge across all four modalities (speaking, listening, reading and writing).

2. The organisation of the MFL curriculum

The Kapow Primary's Spanish scheme is used as a teaching resource. The scheme is based on a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included to give pupils the opportunity to make connections and apply their language skills to other areas of their learning.



3. 2-year rolling programme

To accommodate our mixed aged classes, the academy operates a 2-year rolling programme: -

Cycle A						
Class	Autumn		Spring		Summer	
Birch Y2/3/4	Spanish greetings	Spanish numbers and ages	Gaudi art – shapes and adjectives in Spanish	Classroom objects in Spanish	Where do you live in Spain?	
Willow Y4/5/6	Describing family and friends in Spanish	Spanish portraits	Sports in Spanish	Spanish food and drink	A trip across Spain: the Camino de Santiago	Saving South America

Cycle B						
Class	Autumn		Spring		Summer	
Birch Y2/3/4	Dates in Spanish	Pets in Spanish	In a Spanish cafe	Spanish celebrations	Weather in Spain	The Amazon rainforest
Willow Y4/5/6	Clothes in Spanish	School subjects in Spanish	Robots	Shopping in Spain	Free time in Spain	Maya city treasure hunt

4. Progression of knowledge and skills

Our progression of knowledge, skills and vocabulary shows the knowledge, skills and progressive vocabulary that are taught within each year group and how these develop to ensure that the National Curriculum attainment targets are securely met by the end of Key stage 2.

Phonics – progression of knowledge

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<ul style="list-style-type: none"> • To become familiar with the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, h, g, j, ñ, d, b, v, ll and y (which differ from their pronunciation in English). • To recognise that some letters carry accents. • To know accents can go on any of the vowels in Spanish and indicate that the vowel should be stressed. • To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon). 	<ul style="list-style-type: none"> • To identify sounds created by linking some of the key phonemes. • ai , ei , oi, ui, au, eu, ia, ie, io, iu, ua, ue, uo. 	<ul style="list-style-type: none"> • To begin to know how words are broken into syllables. 	<ul style="list-style-type: none"> • To begin to know rules for where to put stress on a word.

Vocabulary – progression of knowledge

For **vocabulary** we have made the decision to show only key Spanish vocabulary and structures on this document, rather than listing all the vocabulary used in a unit. This is because it is the structures which are progressive and able to be used in different contexts and therefore are more valuable for children to retain.

Where we feel that the ‘topic vocabulary’ is particularly important for pupils to retain we have added this on in **blue**, but at times it may be that they only retain relevant vocabulary for themselves (e.g. food they love/strongly dislike; family members from their own families etc.)

Year 3	Autumn 1		Spring 1		Summer 1	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Greetings and puppets		Shapes and colours in Spanish		Where do you live in Spain?	
	¡Hola! Buenos días. Buenas tardes. Buenas noches. Adiós. ¿Cómo te llamas? Me llamo ¿Qué tal? muy bien mal fantástico ¿Y tú? Sí No	Hello! Good morning. Good afternoon. Goodnight. Goodbye. What’s your name? My name is... How are you? very good bad fantastic And you? Yes No	es un grande pequeño gracias ¿Qué es esto? Esto es ... ¿Qué color es? rojo naranja verde azul blanco negro marrón amarillo	it is a big small thank you What is this? This is a ... What colour is it? red orange green blue white black brown yellow	dónde vivo vives ¿Dónde vives? Vivo en ...	Where I live You live Where do you live? I live in... Different types of housing
	Autumn 2		Spring 2		Summer 2	
Spanish numbers and ages		Classroom objects in Spanish		Journey around Latin America		
Cuántos años tengo / tienes más menos ¿Cuántos años tienes?	how many years I have / you have more / add less / minus How old are you?	no tengo una y pero en	I don’t have Indefinite article ‘a’ for feminine nouns and but in	voy vas a está ¿Adónde vas?	I go you go to it is (position) Where are you going (to)?	

	Tengo...años. uno dos tres cuatro cinco seis siete ocho nueve diez once doce	I am ... years old. one two three four five six seven eight nine ten eleven twelve	mi ¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Abrid! ¡Cerrad! ¡Sentaos! ¡Levantaos! ¿Qué tienes...?	my Listen! Look! Speak! Read! Open! Close! Sit down! Stand up! What do you have? Classroom objects	¿Cómo vas? Voy en/a lunes martes miércoles jueves viernes sabado domingo	How are you going? I'm going by ... Monday Tuesday Wednesday Thursday Friday Saturday Sunday
Year 4	Autumn 1		Spring 1		Summer 1	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Dates in Spanish		In a Spanish cafe		Weather in Spain	
	cuándo mi tu cumpleaños el de ¿Qué mes es? Es...? Si./No. ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San ...? Cumpló... años.	when my your birthday the of What month is it? Is it...? Yes./No. What is the date? When is your birthday? My birthday is the 4th of December. When is St ...'s day? I am turning ... years old.	quiero quieres beber comer para por favor con ¿Qué quieres beber/comer? Quiero ... ¿Y para comer? ¿Algo más?	I want you want to take (to drink) to eat for /to Please with What do you want to drink/eat? I want ... And to eat? Anything else? Names of cafe food and drink	tiempo hace hoy el norte el sur el este el oeste ¿Qué tiempo hace hoy?	weather make/do today it is in ... the North the South the East the West What's the weather like today? Types of weather

		Numbers 13-31 Months of the year				
	Autumn 2		Spring 2		Summer 2	
	Pets in Spanish		Spanish celebrations		The Amazon rainforest	
	pequeño /a grande lento/a rápido/a travieso/a obediente mono/a feroz tranquilo/a energético/a amistoso/a tímido/a ¿Tienes una mascota? Tengo un/una ...	small big slow fast naughty obedient cute fierce calm energetic friendly shy Do you have a pet? I have a ... Names of animals.	me gusta no me gusta hacer bailar escuchar música cantar comer tarta beber jugar salir dibujar hacer una fiesta Romper una piñata Tocar la guitarra ¿Qué te gusta hacer el día de tu cumpleaños? Me gusta bailar	I like I don't like to do to dance to listen to music to sing to eat cake to drink to play to go out To draw to have a party to make a piñata To play the guitar What do you like to do on your birthday? I like to dance.	hay mucho muy vamos Vamos a caminar. ¿Dónde está? Está en el norte etc.	there is/are alot very we are going We are going to walk. Where is it? It's in the north. Names of rainforest animals. South American county names.
Year 5	Autumn 1		Spring 1		Summer 1	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Describing family and friends in Spanish		Sport in Spanish		A trip across Spain	
	mi quién se llama tiene vive en le gusta soy el ella	my (singular) who he/she is called he/she has he/she lives in he/she likes I am he she	la juego al/a la hago cuál deporte favorito estira salta	the (f. definite article) I play I do which sport favourite stretch jump	caminar dormir ver descansar ir Voy a + infinitive	to walk to sleep to see to rest to go I am going to + infinitive

<p>elle</p> <p>pintar dormir lavar los platos limpiar cocinar leer libros ver la tele escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos? Soy hijo/a único/a.</p>	<p>they (a gender neutral pronoun used by some Spanish speakers) to paint to sleep to wash the dishes to clean to cook to read books to watch the tv to write Who is it? This is my... It's my mother's father Do you have any brothers or sisters? I'm an only child.</p>	<p>levanta baja dobla gira</p> <p>¿Cuál deporte practicas? Juego al/a la hago ¿Cuál es tu deporte favorito? Mi deporte favorito es...</p>	<p>lift bend turn/rotate</p> <p>Which sports do you do? I play... I do ... Which is your favourite sport? My favourite sport is...</p> <p>Names of different sports.</p>		
Autumn 2		Spring 2		Summer 2	
Spanish potraits		Spanish food and drink		Saving South America	
<p>los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.</p>	<p>eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses.</p>	<p>Me gustan los/las</p> <p>mezcla echa bate deja</p>	<p>I like + plural the (definite article for m. and f. plural) mix put in stir leave</p> <p>Names of different types of food and drink</p>	<p>más Creo que... En mi opinion ... El/la (noun) es más (adjective) que (noun). e.g. La rana es más pequeña que el jaguar. Hay mas (noun) que (noun). e.g. Hay menos jaguars que monos.</p>	<p>more (adjective) I think that... In my opinion... The (noun) is more (adjective) than (noun). e.g <i>The frog is smaller than the jaguar.</i> There is/are more (noun) than (noun). <i>E.g. There are less</i></p>

	Names of different facial features.					<i>jaguars than monkeys.</i>
Year 6	Autumn 1		Spring 1		Summer 1	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Clothes in Spanish		Body parts in Spanish		Free time activities in Spain	
	unos/unas porque deportivo cómodo suelto bonito elegante impermeable formal tradicional ¿Qué lleva?	some because sports comfortable loose/baggy pretty elegant/stylish/smart waterproof formal traditional What is he/she wearing? Items of clothing.	demasiado muy bastante peligroso desagradable	too very quite dangerous unpleasant	tiempo libre ir ¿Qué te gusta hacer en tu tiempo libre? Me gusta ir al/a la...porque me gusta + infinitive ... Me gusta + infinitive más que + infinitive	free-time to go What do you like to do in your freetime? I like to go to the ... because I like to... I like to ... more than to...
	Autumn 2		Spring 2		Summer 2	
	School life in Spanish		Shopping in Spain		Maya City treasure hunt	
	encantar ser son ¿Por qué? divertido aburrido lógico interesante útil inútil fácil Difícil Names of school subjects	to love to be they are Why? fun boring logical interesting useful useless easy difficult	¿Cuánto/a/os/as ? kilo algo euros aquí al lado de enfrente de atrás de entre ¿Cuánto/a/os/as quieres? Un kilo de... ¿Cuánto es? Es... euros.	How much/ many? kilo something euros here next to the ... opposite behind between How much/many do you want? A kilo of ... How much is it? It's...euros.	llego a la izquierda a la derecha cerca de lejos de encima de debajo de sigue todo recto para toma la primera la segunda un paso atrás	I get to (I arrive) to the left to the right near to far from above below go (continue) straight on stop take the first the second One step backwards

			<p>¿Dónde está la panadería? Está aquí. Está enfrente de la And carnicería.</p>	<p>Where is the bakery? It's here. It's in front of the butcher's. Multiples of 10 Numbers 31-100</p>	<p>al frente Aquí hay... ¿Cómo llego...?</p>	<p>forwards Here, there is/are... How do I get to ...?</p>
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Grammar – progression of knowledge

	Year 3	Year 4	Year 5	Year 6
Terminology	<ul style="list-style-type: none"> • noun • cognate • masculine • feminine • adjectives • conjunction • negative • verb 	<ul style="list-style-type: none"> • compound words • adjectival agreement • indefinite article • infinitive • future tense • definite article 	<ul style="list-style-type: none"> • subject pronouns • first, second, third person singular • imperative verbs • preposition • plural • comparative adjectives 	<ul style="list-style-type: none"> • adverbs • prepositional phrases.
Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	<ul style="list-style-type: none"> • To understand that every Spanish noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or una. • To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o. • To know that the ending of a noun can change when 	<ul style="list-style-type: none"> • To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. • To know that I can find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. 	<ul style="list-style-type: none"> • To know that plural nouns referring to nouns of mixed gender always take the masculine form. • To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. • To know that we can compare nouns by placing más/ menos and que around the adjective of 	<ul style="list-style-type: none"> • To know that if a word is plural, we cannot use un or una and instead use unos and unas (some). • To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone.

	<p>the noun is in the plural form.</p> <ul style="list-style-type: none"> To know that most nouns in Spanish become plural by adding an 's' at the end, as in English. 		<p>comparison e.g. La rana es más pequeño que el jaguar.</p> <ul style="list-style-type: none"> To know that we can compare quantities of nouns by placing hay más/ menos and que before and after the first noun in the sentence e.g. Hay menos ranas que monos or Hay menos oxígeno que antes. 	
<p>Feminine and masculine forms: Adjectives (position and agreement)</p>	<ul style="list-style-type: none"> To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro. 	<ul style="list-style-type: none"> To know that the ending of an adjective often changes according to the gender of the noun it describes. To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento. To know that when standalone adjectives are used, such as when saying es fantástico, we always use the singular masculine form of the adjective. 	<ul style="list-style-type: none"> To know that the ending of an adjective often changes according to the gender and number of the noun it describes. 	<ul style="list-style-type: none"> To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. To know a range of prepositions to describe the position of objects.
<p>Verbs (including Conjugation and negation)</p>	<ul style="list-style-type: none"> To begin to know some common verbs in the present tense. 	<ul style="list-style-type: none"> To know that the infinitive of a verb in Spanish e.g. 	<ul style="list-style-type: none"> To know that the ending of verbs change according to the subject. 	<ul style="list-style-type: none"> To know that the way verbs change to match the

	<ul style="list-style-type: none"> • To know that placing no before the verb makes it negative. • To know that está is another way of saying 'it is' and is used to describe position. 	<p>comer (to eat) means 'to do something'.</p> <ul style="list-style-type: none"> • To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el flamenco. • To know that me gusta + infinitive of a verb describes what you like to do. • To recognise that the infinitive of all verbs in Spanish end in either -ar, -er or -ir. 	<ul style="list-style-type: none"> • To know how to form the first person, second person and third person of the verb vivir. • To know how to form the first person, second person and third person of the verb tener, llamarse and gustar. • To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports. • To begin to be able to form the imperative of some common verbs. • To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun e.g. Me gustan las manzanas. • To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.' 	<p>pronoun is called conjugation.</p> <ul style="list-style-type: none"> • To know that some verbs do not follow regular patterns, such as tener (to have) and ser (to be). • To conjugate the verb ser. • To conjugate the verb ir - to go, depending on the pronoun. • To know that I can compare verbs by placing más/menos and que between the two verbs that are being compared (e.g. Me gusta leer más que ver la télé, me gusta ir al cine más que ir al parque.) • To know that, for regular verbs, the singular imperative verb (tu) is formed by taking the s off the second person singular of a verb e.g. parar becomes para (stop). • To know that I can express preferences about two nouns by placing más/menos que between the two items being compared e.g. Me gusta la historia más que el arte.
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				<ul style="list-style-type: none"> To know that I can compare verbs by placing más/menos and que between the two verbs that are being compared (e.g. Me gusta leer más que ver la télé, me gusta ir al cine más que ir al parque.)
<p>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</p>	<ul style="list-style-type: none"> To know that, in Spanish, as well as question/exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes? ¡Muy bien! To know that the word order is sometimes different in Spanish compared to English. To know that we can use conjunctions such as y (and) and pero (but) to join clauses. To begin to recognise some prepositions in Spanish. To know that en is usually used as a preposition when the mode of transport is something you get into e.g. 	<ul style="list-style-type: none"> To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno. To know that numbers such as dieciseis in Spanish are basically a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno. To know that I can use hay to mean 'there is' or 'there are'. To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning. To know that para is a preposition that, when 	<ul style="list-style-type: none"> To know that possessive adjectives are the same for both masculine and feminine singular nouns in Spanish. To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre (the father of my mother). To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana? To know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol. 	<ul style="list-style-type: none"> To know that porque (because) can be used to extend a sentence and give a justification. To know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido. To know that there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine. Time adverbials - Y6U2 Schools

	en tren whereas a is usually used when you are not getting into a form of transport e.g. a pie which means 'on foot'.	followed by an infinitive, means 'in order to'.	<ul style="list-style-type: none"> To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis. 	
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Language comprehension (listening and reading) – progression of skills

National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> Listening and responding to single words and short phrases. 	<ul style="list-style-type: none"> Listening and responding to full sentences. 	<ul style="list-style-type: none"> Listening and selecting information from short audio passages to give an appropriate response. 	<ul style="list-style-type: none"> Listening and following the gist of information from an extended audio passage using language detective skills.
Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.	<ul style="list-style-type: none"> Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. 		<ul style="list-style-type: none"> Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns. 	
Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> Reading aloud some words from simple songs, stories and rhymes. 	<ul style="list-style-type: none"> Following a short text or rhyme, listening and reading at the same time. 	<ul style="list-style-type: none"> Reading and responding to a range of authentic texts. 	<ul style="list-style-type: none"> Reading short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates. 	<ul style="list-style-type: none"> Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. 	<ul style="list-style-type: none"> Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. 	<ul style="list-style-type: none"> Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> • Becoming familiar with format, layout and simple use of a bilingual dictionary. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. 	<ul style="list-style-type: none"> • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings. 	<ul style="list-style-type: none"> • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. 	<ul style="list-style-type: none"> • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
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Language production (speaking and writing) - progression of skills

National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> • Asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. 	<ul style="list-style-type: none"> • Recognising and answering simple questions which involve giving personal information. • Beginning to form opinion phrases. • Using a variety of conversational phrases. 	<ul style="list-style-type: none"> • Forming a question in order to ask for information. • Presenting factual information in extended sentences including justification. • Beginning to use conversational phrases for purposeful dialogue. 	<ul style="list-style-type: none"> • Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Engaging in conversation and transactional language.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> • Using short phrases to give information. • Recognise and repeat phrases from familiar rhymes and songs. 	<ul style="list-style-type: none"> • Using a model to form a spoken sentence. • Beginning to adapt phrases from a rhyme/song. 	<ul style="list-style-type: none"> • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. 	<ul style="list-style-type: none"> • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions.
Develop accurate pronunciation and intonation so that	<ul style="list-style-type: none"> • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. 		<ul style="list-style-type: none"> • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. 	

others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. 	<ul style="list-style-type: none"> Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. 		
Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> Introducing self to a partner with simple phrases. 	<ul style="list-style-type: none"> Rehearsing and performing a short role-play. 	<ul style="list-style-type: none"> Creating and presenting a dialogue or role-play. 	<ul style="list-style-type: none"> Giving a presentation drawing upon learning from a number of previous topics.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	<ul style="list-style-type: none"> Recalling and writing simple words from memory. 	<ul style="list-style-type: none"> Selecting and writing short words and phrases. 	<ul style="list-style-type: none"> Adapting model sentences to express different ideas. 	<ul style="list-style-type: none"> Using existing knowledge of vocabulary and phrases to create new sentences.
Use familiar vocabulary in phrases and simple writing.	<ul style="list-style-type: none"> Experimenting with simple writing, copying with accuracy. 	<ul style="list-style-type: none"> Making short phrases or sentences using word cards. 	<ul style="list-style-type: none"> Writing a short text using word and phrase cards to model or scaffold. 	<ul style="list-style-type: none"> Constructing a short text on a familiar topic.
Describe people, places and things and actions orally and in writing.	<ul style="list-style-type: none"> Recognising and using adjectives of colour and size. 	<ul style="list-style-type: none"> Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives. 	<ul style="list-style-type: none"> Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object or person. 	<ul style="list-style-type: none"> Generating the correct form of an adjective that agrees with the singular or plural noun it describes. Recognising and using a wide range of descriptive phrases.

Cultural awareness - progression of knowledge and skills

	Year 3	Year 4	Year 5	Year 6
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Knowledge	<ul style="list-style-type: none"> • To know that in Spanish there are formal and informal greetings. • To know some playground games played in Spanish-speaking countries. • To know the names and locations of some of the cities in Spain. • To know that Spanish is spoken in different countries around the world. • To identify some Spanish-speaking countries. 	<ul style="list-style-type: none"> • To know some similarities and differences between Mexican and British birthday celebrations. • To know that some Spanish festivals happen throughout the year. • To know that flamenco is a type of music and dance which originated in Spain. 	<ul style="list-style-type: none"> • To know about some key cultural activities in Spain. • To know some key figures from Spanish history and culture. 	<ul style="list-style-type: none"> • To know some similarities and differences between Spanish and UK schools. • Comparing shops and markets of Spain and UK. • To know that the currency used in Spain is Euros and to recognise some of the notes and coins. • To know some important cultural landmarks in the Spanish-speaking world.
Skills	<ul style="list-style-type: none"> • Recognising similarities and differences between customs and traditions in Spain and the UK. • Showing awareness of the capital and identifying some key cultural landmarks. 	<ul style="list-style-type: none"> • Comparing the weather between Spain and the UK. • Recognising typical Spanish food and drink. • Identifying key issues that affect the Spanish-speaking world. 	<ul style="list-style-type: none"> • Recognising traditional sports that are played in the Spanish-speaking world. • Comparing eating habits between Spain and the UK. • Identifying key geographical features of the South American continent. • Comparing geographical features and climates in South America. • Recognising the effects of climate change in some Spanish speaking countries. 	<ul style="list-style-type: none"> • Comparing forms of dress amongst Spanish-speaking countries. • Asking questions and making insightful commentary on cultural differences, including some understanding of stereotype. • Comparing free time activities in Spain and the UK.