

# Skills and knowledge progression – Modern Foreign Languages (Spanish)

## National Curriculum Aims and purpose

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to understand the cognates/ near cognates and phonetical similarities with other languages including their own, express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

### Aims

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say
- write at varying length, for different purposes and audiences, using a variety of grammatical structures
- discover and develop an appreciation of a range of writing in the language studied

## School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

Learning a new language opens doors and broadens our outlook on the world. It helps us to move a step closer to understanding what it would like to walk in the shoes of others, and to develop a more rounded view of both the world and our place within it. For our children, in particular, it helps us all to understand the challenges that those in our class and our community for whom English is not the first language face everyday - and to better appreciate those around us who are fluent in multiple languages.

Language learning also, of course, has an obvious practical value for 21st century citizens who live in ever-more interlinked world. Whilst it is easy to sit in the UK and believe that 'everyone' speaks English, the process of learning another language and discovering more about other cultures reminds us that around 80% of the world do not speak the same language as us (and only about 5% speak it as their first language). By the time they leave our school, we want our children to be able to sustain simple conversations, to carry out simple tasks and to respond to texts in another language. After consultation with the children, we have chosen to focus on Spanish, as this is the language the children felt would be the most useful to where they travel. It is also commonly taught in all the local secondary schools and therefore provides a solid platform for future learning.

Finally, learning another language is invaluable for moving beyond stereotypical views of the culture of a country, and discovering that the similarities are as striking as the differences. It provides opportunities to look at shared values and aspirations, such as personal liberty, democracy and the rule of law, and to discover that, while British Values are not universal, they are mirrored in the ideals and values of many other countries

### Links to learning in EYFS:

Foreign languages are not introduced until Year 3. However, an understanding of other cultures - and the idea that not everyone speaks the same language - will have been met throughout EYFS & KS1. This includes:

EYFS - Understanding the World

□ Children... know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1 / 2 - PSHE

□ Understand the importance of respecting others, even when they are very different from them... or have different preferences or beliefs.

### Experiences every child should have:

- Meet and talk to fluent Spanish speakers (secondary school language teachers to support transition for Year 6 and Summer Year 6 transition project with High school pupils)
- Learn about the other languages spoken in their class / year group / phase, with bilingual children given the opportunity to share their language with others
- Take part in role-play and drama activities using a foreign language
- Learn about life in Spanish speaking countries and the similarities and differences to the UK as part of their geography learning, to support their understanding
- Read foreign translations of books they know and Spanish-language versions of familiar films and TV shows, to both support language acquisition and intercultural understanding.

## Spanish KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.

Knowledge  
Organiser

DIE AT  
Unit Map

Core Skills  
Progress

Phonics  
Map

Half Term/ Stage	Stage 1 <u>LTP</u>	Stage 2 <u>LTP</u>	Stage 3 <u>LTP</u>	Stage 4 <u>LTP</u>
Autumn 1	<b>A new start</b> (Greetings, feelings, numbers, colours)	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)	<b>Talking about us/school subjects</b> (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<b>Revisiting me/Telling the time/Everyday life</b> (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	<b>Calendar and celebrations</b> (Bonfire colours, commands, days and months, Christmas)	<b>My town, your town</b> (Commands, shops, asking and giving directions)	<b>Time in the city</b> (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	<b>Homes and houses</b> (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	<b>Animals I like and don't like</b> (Animal nouns, singular and plural, opinions, story)	<b>Family tree and faces</b> (Epiphany, family members, personal info, face parts, describing with colours)	<b>Healthy eating, going to market</b> (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	<b>Playing and enjoying sport</b> (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	<b>Carnival and using numbers</b> (Carnival, numbers to 15, core language recap, age, dates, Easter)	<b>Face and body parts</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<b>Clothes</b> (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	<b>Funfair and favourites</b> (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	<b>Fruits and vegetables, Hungry Giant</b> (Fruit and veg nouns, counting, asking politely, story, board game)	<b>Feeling unwell/Jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	<b>Out of this world</b> (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	<b>Tapas culture</b> (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)
Summer 2	<b>Going on a picnic</b> (Picnic story, food items, polite request) <b>Aliens in Spain</b> (Explore Spain, ask and answer 'where do you live?') <b>Language Puzzle*</b>	<b>The weather</b> (Weather phrases, seasons, forecast) <b>Ice creams</b> (Flavours, opinions) <b>Language Puzzle*</b>	<b>Going to the seaside</b> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) <b>Language Puzzle*</b>	<b>Performance Time</b> (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) <b>Language Puzzle*</b>

# Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <b>a few familiar</b> spoken words and phrases.	Can <b>say/repeat a few words and short simple phrases</b> and would be understood by a sympathetic native speaker. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can recognise and <b>read out a few familiar words</b> and phrases.	Can <b>write or copy a few simple words</b> or symbols as an emergent writer of the target language.
Stage 2	Can understand <b>a range of familiar spoken phrases</b> and is able to listen for specific words and phrases.	<b>Can ask and answer simple questions and give basic information.</b> Can pronounce familiar words and some new words accurately. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand simple written phrases.</b> Can match sounds to familiar written words.	Can <b>spell some familiar written words and phrases accurately</b> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <b>the main points from a series of spoken sentences</b> (including questions.) May require some repetition.	Can <b>ask and answer simple questions on several topics and can express opinions.</b> Can take part in brief pre-prepared tasks such as short presentations and role plays. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main point(s) from a short, written passage in clear printed script.</b> Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <b>write two or three short sentences as a personal response,</b> using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <b>the main points and some detail from a short, spoken passage</b> with comprising of familiar language.	Can <b>take part in a simple conversation and can express simple opinions.</b> Generally accurate pronunciation (to a sympathetic native speaker). <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</b> Can use a bilingual dictionary to access unfamiliar language.	Can <b>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</b> in the present tense on a familiar topic using reference materials, support if necessary.

## Spanish KS2 Phonics Map

This map shows a selection of one or two key sounds per half term, and vocabulary from the units containing those sounds, throughout the Spanish Scheme of Work in Click2Teach and Video2Teach.

Half Term/ Stage	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	<b>A new start</b> 'll' llamo amarillo	<b>Welcome to school</b> 'je' tijeras	<b>Talking about us/school subjects</b> 'clo' 'lón' gracioso educación graciosa religión	<b>Revisiting me/Telling the time/Everyday life</b> 'die' diez dieciocho
Autumn 2	<b>Calendar and celebrations</b> 'bre' 'es' diciembre vienes octubre martes	<b>My town, your town</b> 'cuen' 'ci' cuenta cine	<b>Time in the city</b> 'oo' zoo	<b>Homes and houses</b> 'ci' cocina habitación
Spring 1	<b>Animals I like and don't like</b> 'o' 'j' gato conejo perro pájaro caballo oveja	<b>Family tree and faces</b> 'á' papá mamá	<b>Healthy eating, going to market</b> 'qui' Quiero	<b>Playing and enjoying sport</b> 'ción' natación
Spring 2	<b>Carnival and using numbers</b> 'ce' 'ñ' catorce años quince	<b>Face and body parts</b> 'z' cabeza brazo	<b>Clothes</b> 'zap' zapatos	<b>Funfair and favourites</b> 'ña' 'vo' montaña ti vivo favorito
Summer 1	<b>Fruits and vegetables, Hungry Giant</b> 'ja' naranja	<b>Feeling unwell/Jungle animals</b> 'gre' tigre	<b>Out of this world</b> 'lo' Mercurio Espacio	<b>Tapas culture</b> 'é' café té qué
Summer 2	<b>Going on a picnic/ Aliens in Spain/ Language Puzzle</b> 'z' 'v' zumo vivo manzana vives	<b>The weather/ Ice creams/ Language Puzzle</b> 'ue' 'ce' frambuesa hace	<b>Going to the seaside/ Language Puzzle</b> 'ar' jugar nadar tomar	<b>Performance Time/ Language Puzzle</b> silent 'h' hola helado

## Knowledge and Skills progression

	Listening	Speaking	Reading	Writing	Grammar	Intercultural understanding
Year 3	<p><b>Listen and respond to familiar spoken words and phrases:</b></p> <ul style="list-style-type: none"> <li>☐ Recognise numbers 1-20 and begin to understand numbers from 20 - 31.</li> <li>☐ Understand and respond to simple classroom instructions (eg. hands up, listen carefully, show me, close your eyes, do an action...)</li> <li>☐ Listen carefully and identify familiar words in songs, poems and simple stories.</li> <li>☐ Know own birthday date (eg. 22 April)</li> </ul>	<p><b>Communicate with others using simple words, phrases and short sentences:</b></p> <ul style="list-style-type: none"> <li>☐ Use simple greetings (eg. saying hello and goodbye, saying how you are and asking others how they are.)</li> <li>☐ Ask and answer simple questions about self e.g. name and age, birthday</li> <li>☐ Express simple likes and dislikes (eg. about food and drink.)</li> <li>☐ Pronounce very familiar language with good pronunciation and intonation.</li> </ul>	<p><b>Recognise and understand some familiar written words and phrases:</b></p> <ul style="list-style-type: none"> <li>☐ Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives (eg. size, colour and a few high frequency verbs e.g. I like, I play.)</li> <li>☐ Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</li> <li>☐ Read aloud, as a class or group, a chorus or refrain from a familiar text.</li> <li>☐ Show awareness of sound-spelling links.</li> </ul>	<p><b>Write some familiar simple words using a model and some from memory:</b></p> <ul style="list-style-type: none"> <li>☐ Write one or two simple sentences, using a model (eg. name and age to introduce themselves.)</li> <li>☐ Label an animal they have drawn or made from playdough (eg. a black cat.)</li> <li>☐ Complete a simple gapped text such as a party invitation or passport.</li> <li>☐ Begin to write a few familiar words from memory.</li> </ul>	<p><b>Understand some basic grammar appropriate to the language being studied:</b></p> <ul style="list-style-type: none"> <li>☐ Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.</li> <li>☐ Build phrases to show position of a few adjectives of colour (eg. a red dog, a yellow cat.)</li> <li>☐ Begin to understand how the negative is formed.</li> </ul>	<p>Understand and respect that there are people and places in the world around that are different to the United Kingdom.</p> <ul style="list-style-type: none"> <li>☐ Understand that some people speak languages other than English.</li> </ul>

<p>Year 4</p>	<p><b>Listen for specific phonemes, words and phrases:</b></p> <ul style="list-style-type: none"> <li>□ Pick out phonemes, words and phrases in songs, stories and rhymes.</li> <li>□ Understand higher numbers including multiples of 10.</li> <li>□ Listen to up to 3 simple sentences using familiar vocabulary and answer questions on them.</li> <li>□ Respond to a wider range of classroom instructions (eg. <i>Open the door, you are going to work in groups, I'd like 2 volunteers, put your hand up...</i>)</li> </ul>	<p><b>Communicate by asking and answering a wider range of questions and presenting short pieces of information:</b></p> <ul style="list-style-type: none"> <li>□ Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters etc.</li> <li>□ Ask and answer questions using a wider range of question forms (eg. time, date, food, hobbies and to seek help in the classroom.).</li> <li>□ Express preference about foods, animals, colours etc.</li> </ul>	<p><b>Read and understand familiar written words, phrases and short texts made of simple sentence:</b></p> <ul style="list-style-type: none"> <li>□ Understand key points in simple texts using familiar language (eg. <i>How many animals are in the story? What colour is the dog? What is the weather like in Paris?</i>)</li> <li>□ Follow a text such as a song or poem whilst listening to it.</li> <li>□ Link phrases to make a sentence (eg. <i>When it rains, you need an umbrella.</i>)</li> <li>□ Use strategies to work out the meaning of new words.</li> </ul>	<p><b>Write a short text using a model and write a few simple sentences from memory:</b></p> <ul style="list-style-type: none"> <li>□ Write a few simple sentences using a word bank to describe things and people they know, such as clothing, pets, events or sports stars (eg. <i>..... lives in London. She is 22 years old. She likes dancing.</i>)</li> <li>□ Experiment with writing new words</li> <li>□ Begin to use pronouns.</li> <li>□ Write 2 or 3 simple sentences from memory and know how to apply strategies to help with memorisation.</li> </ul>	<p><b>Understand some basic grammar appropriate to the language being studied:</b></p> <ul style="list-style-type: none"> <li>□ Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</li> <li>□ Show an understanding of 1st, 2nd and 3rd person when asking and answering questions (eg. <i>Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.</i>)</li> </ul>	<p>Identify similarities and differences between cultures.</p> <ul style="list-style-type: none"> <li>□ Discuss celebrations in other cultures and know about aspects of daily life in other countries that are different to those in the UK.</li> </ul>
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<p>Year 5</p>	<p><b>Listen attentively and understand more complex phrases and sentences:</b></p> <ul style="list-style-type: none"> <li>□ Identify key points in a new context (eg. a story, which contains familiar language.)</li> <li>□ Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 (eg. shopping, dates, maths activities.)</li> <li>□ Follow instructions and directions (eg. a recipe or simple directions.)</li> <li>□ Recognise letters of the alphabet when they hear them.</li> </ul>	<p><b>Take part in short conversations using familiar language and use simple conjunctions to build more complex sentences:</b></p> <ul style="list-style-type: none"> <li>□ Seek help and clarification (eg. <i>I don't understand, can you repeat that.</i>)</li> <li>□ Give simple instructions (eg. recipes, directions.)</li> <li>□ Begin to understand and express future intentions (eg. <i>I am going swimming on Wednesday</i>)</li> <li>□ Express likes and dislikes.</li> </ul>	<p><b>Read a variety of short simple texts in different formats and in different contexts:</b></p> <ul style="list-style-type: none"> <li>□ Practise reading aloud a poem to perform in front of an audience.</li> <li>□ Read a variety of short simple texts (eg. stories, poems, online texts, non-fiction texts, emails from a partner school) that contain familiar and new vocabulary.</li> <li>□ Work with a partner to work out a short text containing familiar and unfamiliar language.</li> <li>□ Apply phonic knowledge when meeting new words.</li> </ul>	<p><b>Write simple sentences and short texts using a model:</b></p> <ul style="list-style-type: none"> <li>□ Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet.</li> <li>□ Use simple conjunctions such as <i>and, but, because</i> to form more complex sentences.</li> <li>□ Change elements in a given text (eg. ingredients, colour and size of a planet.)</li> <li>□ Use a bilingual dictionary and word banks to check spelling.</li> </ul>	<p><b>Understand some basic grammar appropriate to the language being studied:</b></p> <ul style="list-style-type: none"> <li>□ Begin to know how to form the future tense (eg. <i>I am going swimming on Monday; tomorrow it is going to rain.</i>)</li> <li>□ Begin to see how possessive articles (eg. <i>my, his, her</i>) change according to gender.</li> <li>□ Correct conjugate the present tense of commonly used verbs (eg. <i>to be, to have, to eat, to go.</i>)</li> </ul>	<p>Respect and understand cultural diversity.</p> <ul style="list-style-type: none"> <li>□ Understand how symbols, objects and pictures can represent a country.</li> </ul>
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<p>Year 6</p>	<p><b>Understand the main points and simple opinions in spoken sources (eg. a story, song or passage):</b>  <input type="checkbox"/> Xx  <input type="checkbox"/> Listen to longer texts (by Year 6, children should be listening to texts read by people other than their teacher.)  Identify key points and some detail.  <input type="checkbox"/> Understand numbers in context (eg. the year, 24 hour clock, quantities.)  <input type="checkbox"/> Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</p>	<p><b>Use spoken language to open and sustain simple conversations, describe incidents or tell stories:</b>  <input type="checkbox"/> Understand and begin to use the past tense to describe events  <input type="checkbox"/> Understand and use numbers in context (eg. saying the year, 24-hour clock, quantities.)  <input type="checkbox"/> Understand and use transactional language (eg. in a café.)  <input type="checkbox"/> Give a description (eg. of a town, geographical features in a country.)  <input type="checkbox"/> Express and justify opinions (eg. <i>I like netball because...</i>)</p>	<p><b>Read aloud from a text with good expression and understand the main points of a short written passage:</b>  <input type="checkbox"/> Read in groups, simple play scripts, poems and own written work (eg; geographical features in a country, description of a town.)  <input type="checkbox"/> Read and understand the main points and some detail from a short written passage (eg. extract from a story, weather report, poem, instructions, simple newspaper article).  <input type="checkbox"/> Find the meaning of new words by using a bilingual dictionary.</p>	<p><b>Write sentences and construct short texts using a model and write a few descriptive sentences from memory:</b>  <input type="checkbox"/> Use adjectives to add interest and detail to a description.  <input type="checkbox"/> Use some simple adverbs to make sentences more interesting.  <input type="checkbox"/> Make statements in response to reading (eg about a newspaper report or stories.)  <input type="checkbox"/> Have some understanding of how to use the past tense.  <input type="checkbox"/> Write a short text on a familiar topic.</p>	<p><b>Understand some basic grammar appropriate to the language being studied:</b>  <input type="checkbox"/> Begin to use past tense/future tense in spoken work (eg. when talking about the weather or weekend plans.)  <input type="checkbox"/> Identify tenses from a selection of sentences written in the present, past and future tense.  <input type="checkbox"/> Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary</p>	<p><b>Talk about, discuss and present information about a particular country's culture.</b>  <input type="checkbox"/> Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.</p>
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