



Greenside Primary School
MFL Skills Progression Framework – Spanish

Curriculum Intent

Community	Resilience	Creativity	Aspiration	Diversity
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The MFL curriculum at Greenside aims for children to develop:

- The confidence to speak with increasingly good intonation and pronunciation.
- The confidence to apply early reading skills and to develop fluency in reading.
- To confidently communicate ideas, facts and feelings in speech and writing using their knowledge of phonology, grammatical structure and vocabulary.
- To develop fluency and accuracy in writing.
- A good awareness of the culture of the countries where the language is spoken and a deeper understanding of the world.
- A curiosity in and a commitment to the language with the desire to become life-long language learners.
- An independence in their studies and the ability to draw upon a wide range of resource.

Implementation

The Modern Foreign Language curriculum at Greenside Primary School has been carefully considered to ensure coverage of the national curriculum and provide pupils with the substantive and disciplinary knowledge to lay the foundations of future languages learning. As a one and a half form entry school, we have carefully devised a 2-year cycle for our Key Stage 2 pupils to ensure coverage of this key knowledge and skills.

At Greenside, we have chosen to focus our MFL learning on Spanish due to the wider-spoken nature of the language and the subject matter expertise held by members our staff team. In EYFS and KS1, children initially develop their understanding of languages, with learning about people and communities from other countries and recognising the differences between life in this country and life in others. They listen to and learn songs and rhymes in other languages and listen, say and respond to some basic greetings in Spanish.

Throughout Key Stage 2, children have weekly lessons in Spanish, using the Language Angels units of work and resources, alongside other resources, where appropriate. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Children build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts are taught throughout all units at all levels of challenge.

During the final term of each academic year, teachers plan and deliver a consolidation and revision unit of learning to recap, revisit and embed previous learning.

The **essential knowledge**, highlighted in yellow, has been identified for each unit learning and forms the focus of teacher assessment.

Breadth of Study

Key Concepts	EYFS	KS1	KS2
Reading	There is no requirement to teach MFL in EYFS.	There is no requirement to teach MFL in KS1.	<ul style="list-style-type: none"> ❖ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. ❖ Read carefully and show understanding of words, phrases and simple writing. ❖ Appreciate stories, songs, poems and rhymes in the language. ❖ Broaden vocabulary and develop the ability to understand new words, including through using a dictionary. ❖ Understand basic grammar, key features and patterns of the language including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs.
Writing & Grammar	There is no requirement to teach MFL in EYFS.	There is no requirement to teach MFL in KS1.	<ul style="list-style-type: none"> ❖ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. ❖ To describe people, places, things and actions in writing. ❖ To apply grammatical knowledge to build sentences.
Speaking & Listening	<ul style="list-style-type: none"> ❖ Listening to and learning songs and rhymes in other languages. 	<ul style="list-style-type: none"> ❖ Listening to, saying and responding to basic words and greetings in Spanish. 	<ul style="list-style-type: none"> ❖ Listen attentively to spoken language and show understanding by joining in and responding. ❖ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ❖ Engage in conversations; ask and answer questions; express opinions and respond to those of others. ❖ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ❖ Present ideas and information orally to a range of audiences. ❖ Appreciate stories, songs, poems and rhymes in the language. ❖ To describe people, places, things and actions orally.
Culture	<ul style="list-style-type: none"> ❖ Recognise similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> ❖ Develop an understanding of how those in other countries live and how this is different from life in the UK. 	<ul style="list-style-type: none"> ❖ Explore the culture of the countries where Spanish is spoken. ❖ Develop knowledge and cultural capital to infer meaning from interactions.

Long Term Plans

EYFS		KS1	LKS2	UKS2
N/A	Cycle A	N/A	<p>Autumn 1: Los Saludos (Greetings) & Los colors and numeros (KS1)</p> <p>Autumn 2: En mi pueblo (In my town) (MO – KS1)</p> <p>Spring 1: Las verduras (Vegetables) (E – KS2)</p> <p>Spring 2: Las estaciones (Seasons) (E – KS2)</p> <p>Summer 1: Los instrumentos (E – KS2)</p> <p>Summer 2: Consolidation & revision</p>	<p>Autumn 1: Phonics (L3 & 4) & La fecha (The date) (KS2 I)</p> <p>Autumn 2: ¿Qué tiempo hace? (What is the Weather?) (KS2 I)</p> <p>Spring 1: La clase (The classroom) (KS2 I)</p> <p>Spring 2: Mi casa (My home) (KS2 I)</p> <p>Summer 1: La ropa (Clothes) (KS2 I)</p> <p>Summer 2: Consolidation & revision</p>
	Cycle B	N/A	<p>Autumn 1: Phonics (L1&2) & Aprendo español (I'm learning Spanish) (KS2 - E)</p> <p>Autumn 2: Los animales (Animals) (KS2 - E)</p> <p>Spring 1: Se (I know how) (KS2 - E)</p> <p>Spring 2: La fruta (fruit) (KS2 - E)</p> <p>Summer 1: Los helados (Ice-creams) (KS2 - E)</p> <p>Summer 2: Consolidation & revision</p>	<p>Autumn 1: Phonics (L3 & 4) & ¿Qué hora es? (What time is it?) (L1-3) in core vocab & extras section.</p> <p>Autumn 2: Me presento (Presenting myself) (KS2 I)</p> <p>Spring 1: Mi familia (My Family) (KS2 I)</p> <p>Spring 2: Tienes una mascota? (Do you have a pet?) (KS2 I)</p> <p>Summer 1: En la cafetería (At the café) (KS2 I)</p> <p>Summer 2: Consolidation & revision</p>

Progression of Language Knowledge

Key: Essential Knowledge identified for each unit of learning.

LKS2 Knowledge and Vocab Summary - Cycle A					
	Los saludos – Greetings Los colores y los numeros – colours & numbers	En mi pueblo – In my town	Las verduras - Vegetables	Las estaciones – The Seasons	Los instrumentos (Instruments)
NC	Pupils should be taught to: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. speak in sentences, using familiar vocabulary, phrases and basic language structures. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. present ideas and information orally to a range of audiences. read carefully and show understanding of words, phrases and simple writing. appreciate stories, songs, poems and rhymes in the language. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. write phrases from memory, and adapt these to create new sentences, to express ideas clearly. describe people, places, things and actions orally* and in writing Languages 195. 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. 				
Conce	How to greet someone in Spanish formally and informally How to say the names of different colours and count up to 10.	To learn the names for different places in a town and to say what is in your town.	To be able to buy vegetables at a market stall or a shop.	To learn about the 4 seasons and say which season is your favourite and why.	To say what musical instruments you play in Spanish.
Assessment	Can you introduce yourself and ask how someone is feeling? Can you count to 10 in Spanish and say what your favourite colour is?	What is in your town?	How would you ask for a kilo of _____ and half a kilo of _____?	What is it like in each season?	Which musical instruments do you play?
Substantive Knowledge	<ul style="list-style-type: none"> I know how to greet someone (formally and informally) in Spanish. I know how to say my name in Spanish. I know how to ask somebody how they are feeling in Spanish. I know how to give a reply to say how I am feeling in Spanish. I know how to say goodbye and see you soon in Spanish. I can name and recognise up to 10 colours in Spanish. I know how to say which colour is my favourite. I know the names of numbers up to 10 in Spanish. 	<ul style="list-style-type: none"> I can recognise, recall, and remember up to 7 places from the town in Spanish. I know how to spell some of these nouns with their correct indefinite article/ determiner. I know how to build a basic sentence using the structure 'hay' (there is) plus the noun and the correct indefinite article/determiner. 	<ul style="list-style-type: none"> I know the names of up to 10 vegetables in Spanish with their plural determiners. I know how to ask for a kilo or half a kilo of a vegetable in Spanish. I know how to say 'I would like' (quisiera) when buying vegetables. I know how to say 'please' (por favor) and 'thank you' (gracias) I know to use the conjunction 'and' (y) when buying more than one item. 	<ul style="list-style-type: none"> I can name, recognise and remember all the four seasons in Spanish. I know how to say what my favourite season is in Spanish. I know how to say why it is my favourite season. I know to use the conjunctions 'y' (and) and 'porque' (because) in my spoken and written responses. 	<ul style="list-style-type: none"> I know the names of up to 10 musical instruments in Spanish. I can spell some of these nouns with their correct definite article/determiner in Spanish. I know to use the 1st person conjugated verb 'toco' (I play) in Spanish. I know how to say I play an instrument in Spanish. E.g. Toco el violin
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Learn how to pronounce basic greetings and introductions. Attempt to spell some of these words and phrases. Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Learn how to pronounce – j, ll, rr and how accents indicate the vowel that is stressed. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-mari- llo, blan-co and cua-tro. 	<ul style="list-style-type: none"> Learn how to pronounce up to 7 places in town with their determiners. Attempt to spell some of these nouns (including the correct article) To listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in Spanish long term and with accurate and authentic pronunciation. Learning how to build a short simple sentence in Spanish using 'hay' (there is), an indefinite article/determiner (un or una) and a noun (in this unit a place from the town). <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise how to pronounce – ll, j as in llamo, Juan Revise how accents indicate the vowel is stressed – cafetería, panadería 	<ul style="list-style-type: none"> Learn how to pronounce up to 10 vegetable names with their plural determiners. Attempt to spell some of these nouns (including the correct article). Learn simple vocabulary/key phrases to facilitate a role play about buying vegetables from a market stall/shop. Practise how to say if they would like one kilo or a half kilo of a particular vegetable. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Learn how to pronounce – ch, ñ, ll, j as in champiñones, cebollas, berenjenas Learn how accents indicate the vowel is stressed. As seen in the word ju-dí-as. Learn the 2 different plural determiners for 'the' in Spanish – los, las 	<ul style="list-style-type: none"> Learn how to pronounce the 4 seasons with their determiners. Attempt to spell some of these nouns (including the correct article). Learn how to say a short phrase about each season. Starting to learn how to remember and recall conjunctions so that we can say and write at least one short phrase on our favourite season. Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise how to pronounce – j, ñ as in hojas and otoño Silent letters – 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hojas is pronounced without the 'h' as is hace Learn 4 ways to say 'the' – el, la – singular, los, las - plural 	<ul style="list-style-type: none"> Learn how to pronounce up to 10 musical instruments with their determiners. Attempt to spell some of these nouns. Learn to recognise cognates such as guitarra, piano, clarinete first. Begin to build a short phrase in Spanish orally and in writing using conjugated 1st person of the verb to play (tocar), and definite determiner/ article (la, el or los) and name of instrument. Choosing and ordering these words accurately. Recognise that in Spanish the personal pronoun I (yo) is often dropped in Spanish and just toco is used. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise the rr sound as in guitarra Revise stress placement. Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like trom-pe-ta, and gui-ta-rra Revise accents indicate the vowel is stressed. As seen in vio-lín, cím-balos, tri-án-gulo and bat-er-ía Recognise the 3 determiners for 'the' that learn in this unit – el, la los

Vocabulary	¡Buenos días! / ¡Hola!, ¡Adiós! / ¡Hasta luego! Me llamo... ¿Cómo te llamas? ¿Cómo estás? Estoy mal, Estoy bien, Más o menos uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez rojo, amarillo, blanco, azul, naranja, gris, negro, verde, morado, marron Mi color favorito es	En mi pueblo, hay, un, una una panadería, una piscina, una escuela, una pista de patinaje, un cine, un parque, una cafetería	los, las, quisiera, y kilo, medio kilo tomates, calabacines, guisantes, champinones, patatas, zanahorias, judías verdes, cebollas, espinacas, berenjenas	Las estaciones, el invierno, la primavera, el verano, el otoño, nieva, hace frío, las flores crecen, los pájaros cantan, hace sol, hace calor, los árboles pierden sus hojas ¿Cuál es tu estación favorita?	el the (masculine singular) la the (feminine singular) los the (masculine plural) las the (feminine plural) el clarinet the clarinet el arpa the harp el piano the piano el triángulo the triangle la trompeta the trumpet el violín the violin la batería the drums los címbalos the cymbals la guitarra the guitar la flauta the flute Toco... I play...
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KS2 Knowledge and Vocab Summary - Cycle B					
	Aprendo español – I am learning Spanish	Los animals - Animals	Se – I know how	La fruta - Fruits	Los helados – Ice-creams
NC	Pupils should be taught to: <ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding. ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures. ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ♣ present ideas and information orally to a range of audiences. ♣ read carefully and show understanding of words, phrases and simple writing. ♣ appreciate stories, songs, poems and rhymes in the language. ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly. ♣ describe people, places, things and actions orally* and in writing Languages 195. ♣ 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. 				
Concept	To say how you feel, learn 10 colours and count from 1-10 in Spanish.	To remember and recall from memory common animals in Spanish with the correct article/determiner.	To remember and recall from memory common action verbs in Spanish and put them into positive and negative sentences.	To say what fruit we like and do not like in Spanish.	How to order ice-creams and say which ones you like
Assessment	How do you greet someone in Spanish and ask them how they are feeling?	What animal are you?	What do you know how to do and what can't you do?	Which fruits do you like and not like?	What kind of ice-cream would you like?
Substantive Knowledge	<ul style="list-style-type: none"> • I know how to use basic greetings in Spanish e.g. ¡Hola! ¡Hasta luego! • I know how to ask the question – what is your name? in Spanish: ¿Cómo te llamas? • I know how to say what my name is in Spanish: Me llamo • I know how to ask someone how they are feeling: ¿Cómo estás? • I know how to say how I am feeling e.g. ¡Estoy bien! • I know how to say the numbers 1-10 in Spanish. • I know how to say 10 colours in Spanish and say which is my favourite. 	<ul style="list-style-type: none"> • I can recognise, recall and spell up to 12 animals in Spanish with their correct indefinite article/determiner. • I am beginning to understand that articles/determiners have more options in Spanish than they do in English – masculine – un, feminine – una • I know how to say a simple sentence, pretending to be a particular animal using the 1st person singular of the infinitive verb ser (to be) e.g. Soy una oveja = I am a sheep. 	<ul style="list-style-type: none"> • I can recognise, recall and spell up to 10 common infinitive action verbs in Spanish • I can use the structure 'se' (I know how) with the infinitive verbs in Spanish. • I can use the negative structure 'no se' (I do not know how) followed by the infinitive verbs in Spanish. • I know how to use the conjunction 'y' (and) and 'pero' (but) in Spanish to combine positive and negative sentence structures to form longer and more complex sentences. 	<ul style="list-style-type: none"> • I can name, recognise and recall up to 10 fruits with the correct determiner in Spanish. • I can attempt to spell some of these nouns with their correct article/determiner. • I know how to change singular nouns into the plural form in Spanish. • I know how to use the structure 'me gustan' (I like) with the fruits. • I know how to use the negative structure 'no me gustan' (I do not like) with the fruits • I know how to ask somebody in Spanish if they like a particular fruit. 	<ul style="list-style-type: none"> • I can name, recognise and recall up to 10 ice-cream flavours in Spanish. • I can attempt to spell some of these flavours. • I know to use the verb 'quisiera' (I would like) in Spanish. • I know how to ask for a cone (un cucurucho) or a pot (una tarrina) of ice-cream and how to say how many scoops I would like. • I know to say 'please' and 'thank you' in Spanish when ordering goods.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Disciplinary Knowledge (Skills)</p>	<ul style="list-style-type: none"> Locate Spain, Madrid and a few key cities on a map. Develop memory skills so language is remembered and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as gris for grey) and associating word and phrases to images to help recall. Develop oracy through role play tasks to ask how somebody is feeling and using all 3 options. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Learn/revise sounds ch in ocho, j in rojo & naranja, Ñ in España, ll in Amarillo, rr in marron. Learn about stress placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja. Revise that accents can only be written over vowels in Spanish and indicate the vowel is stressed as in có-mo. 	<ul style="list-style-type: none"> Develop recall skills to remember the animal names in Spanish. Remember to always look out for cognates (such as león) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal). <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise J sound in oveja, pájaro & conejo and ll sound in caballo. Revise stress placement in words like co-ne-jo and ca-na-rio. Revise accents. Stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón. Learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish. 	<ul style="list-style-type: none"> Develop recall of vocabulary using imagery, sound, or mime. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise j sound in dibujar and Ñ sound in hablar español Revise silent letter 'H'. Hablar is pronounced ablar Learn that 'sé' (I know how) and no sé (I don't know how) is the 1st person conjugation of the verb 'saber' (to know how). It is always followed by an infinitive. E.g. No sé patinar 	<ul style="list-style-type: none"> Develop recall and retention skills of the names of common fruits using images to help. Learning how to ask a question and answer it in Spanish (using the positive and negative form) including a simple opinion. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise j sound – naranja Revise stress placement. Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like ci-rue-la, and ce-re-za Revise accents indicate the vowel is stressed e.g. plá-ta-no and me-lo-co-tón 	<ul style="list-style-type: none"> Develop recall and retention of ice-cream flavours vocabulary and key useful phrases such as 'I would like, 'please' and 'thank you' Looking for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help. Developing speaking confidence in using vocabulary and key phrases by performing a short role-play to order an ice-cream. Develop listening skills by listening to various related listening tasks and written skills by writing down a conversation. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise two words for 'a' in Spanish – single determiner/article - un, una Revise sounds – ch – chocolate, pistachio, ll – vainilla, rr – tarrina Revise accents - plá-ta-no.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Buenos días! / ¡Hola! ¡Adiós! / ¡Hasta luego! Me llamo... ¿Cómo te llamas? ¿Cómo estás?</p> <p>Estoy mal, Estoy bien, Más o menos</p> <p>rojo, amarillo, blanco, azul, naranja, gris, negro, verde, morado, marrón</p> <p>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</p>	<p>ser, soy, un, una</p> <p>un caballo, un ratón, un cerdo, un león, un conejo, un pájaro, una oveja, una vaca, un mono, un pato, un perro, un gato</p>	<p>sé, no sé,</p> <p>bailar, cantar, saltar, cocinar, montar en bicicleta, tocar un instrument, patinar, dibujar, nadar, hablar español</p> <p>y, pero</p>	<p>una manzana, las manzanas una fresa, las fresas un melocotón, los melocotones un plátano, los plátanos una cereza, las cerezas una naranja, las naranjas una ciruela, las ciruelas una pera, las peras un kiwi, los kiwis un albaricoque, los albaricoques</p> <p>Me gustan No me gustan</p>	<p>un helado</p> <p>un cucurucho, una tarrina, una bola, dos bolas, tres bolas</p> <p>de vainilla, de fresa, de plátano, de menta, de pistachio, de chocolate, de café, de limón, de caramelo, de mora</p> <p>¡Hola! Quisiera... ¿Qué sabor? ¿Cuántas bolas? ¿Cuánto cuesta? Por favour, gracias ¡Adiós!</p>

UKS2 Knowledge and Vocab Summary - Cycle A					
	La fecha - The date	¿Qué tiempo hace? - What is the weather?	La clase - The classroom	Mi casa - My home	La ropa - Clothes
NC	Pupils should be taught to: <ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding. ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures. ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ♣ present ideas and information orally to a range of audiences. ♣ read carefully and show understanding of words, phrases and simple writing. ♣ appreciate stories, songs, poems and rhymes in the language. ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly. ♣ describe people, places, things and actions orally* and in writing Languages 195. ♣ 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. 				
Concept	To be able to say the date in Spanish.	To be able to describe the weather in Spanish.	To say what you have and do not have in your pencil case in Spanish.	To describe what rooms there are and are not in your home in Spanish.	To describe what clothes you are wearing by colour in Spanish.
Assessment	What is the date today?	Looking at the weather map of Spain, can you describe what the weather is going to be like there today?	Can you explain what you have and don't have in your pencil case?	Where do you live and what is your home like?	What clothes are you packing for your holiday?
Substantive Knowledge	<ul style="list-style-type: none"> • I can read, write and say the 12 months of the year in Spanish. • I can read, write and say the 7 days of the week in Spanish. • I know the days of the week and months of the year do not start with a capital letter unless at the start of a sentence. • I know the numbers 1-31 in Spanish. • I know how to say the date in Spanish. • I can ask somebody when their birthday is. • I can say when my own birthday is in Spanish. 	<ul style="list-style-type: none"> • I can ask what the weather is like today. • I know several phrases for describing the weather in Spanish. • I will start to recall, say and write these weather expressions from memory. • I will learn how to say in the north, south, east, west and centre of Spain. 	<ul style="list-style-type: none"> • I know the nouns and determiners for up to 12 common classroom items. • I know the 2 words for the possessive adjective my is Spanish - mi (singular) and mis (plural) • I know how to say what items I do have (Tengo) and do not have (No tengo) in my pencil case in Spanish. 	<ul style="list-style-type: none"> • I know the nouns and determiners for 'house' and 'apartment'. • Know how to say where I live using the 1st person high-frequency verb 'vivo' (I live). • Know the vocabulary to describe where I live – in a town, near the coast etc • I know the nouns and determiners for up to 10 different rooms in the house. • I know how to say the phrase – in my house there is/there isn't – En mi casa hay, en mi casa no hay... • I will develop my understanding of the role of gender in the choice of determiners un (masculine) una (feminine) 	<ul style="list-style-type: none"> • I know the nouns and determiners for up to 12 items of clothing. • I know the verb for to wear – llevar and 1st person conjugation of high frequency verb – llevo – I wear. • I can recall the 2 words for the possessive adjective my is Spanish - mi (singular) and mis (plural) • I understand the role of plurality in the choice of possessives e.g. mi falda – my skirt, mis faldas my skirts. • I am beginning to understand adjectival agreement in Spanish. E.g. by describing items of clothing by colour - Mi suéter rojo, mi falda roja • I know how to describe what I am packing in my suitcase for a holiday.
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> • Recognise and recall the 12 months of the year and 7 days of the week in Spanish. • Learn how to formulate the date in Spanish and ask and answer the question – what is the date today? • Learn how to ask somebody when their birthday is and to say when their own birthday is in Spanish using days of the week, months of the year and numbers 1-31 <u>Phonic/grammar focus</u> <ul style="list-style-type: none"> • Sound in go – agosto, domingo • Accent - Accents indicate the vowel is stressed. As seen in the words sábado and miércoles • ñ tilde - This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word cumpleaños • Stress placement - Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable Like sep-tiem-bre, ju-lio, 	<ul style="list-style-type: none"> • Learn how to describe the weather in Spanish using nine key phrases. • Learn how to read and understand a weather map in Spanish. • Develop the ability to describe the weather in different parts of the country. • Improve listening decoding skills. • Develop speaking skills to present a weather forecast in Spanish. <u>Phonic/grammar focus</u> <ul style="list-style-type: none"> • Accents - Accents can be placed on some words like qué to indicate a question word. • Stress placement - Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like ti-em-po • ñ tilde -This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word España. 	<ul style="list-style-type: none"> • Learn how to read, write and say the names of different classroom objects. • Develop memory, recall and retention skills using images as well as the written word. • Practise answering the question – what do you have in your pencil case? • Improve oral work by learning to ask and answer questions in Spanish • Learn how to move from an indefinite determiner (a) to a possessive adjective (my) in Spanish. • Learn how to use the negative when replying in Spanish • Use all new knowledge to say what I have/do not have in my pencil case. <u>Phonic/grammar focus</u> <ul style="list-style-type: none"> • Sound in ca and cu • Accents - Accents indicate the vowel is stressed. As seen in the word lá-piz. They can also be used to indicate a question as seen in: ¿Qué tienes en tu estuche? 	<ul style="list-style-type: none"> • Say and write in Spanish whether we live in a house or an apartment. • Say what rooms we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... • Use the conjunction y to link two sentences together • To speak and write using longer more interesting sentences, that include the key structures presented in the unit. • Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. <u>Phonic/grammar focus</u> <ul style="list-style-type: none"> • Sound in ga – garaje • Accents - Accents indicate the vowel is stressed. As seen in the word salón • Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable Like ga-ra-je • This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish words baño and montaña 	<ul style="list-style-type: none"> • Learn how to read, write and say the names of different items of clothing with their appropriate article. • Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. • To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences. <u>Phonic/grammar focus</u> <ul style="list-style-type: none"> • Revise sound in ga, go, gu – gafas, gorra, guantes • Revise stress placement - Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like guan-tes, a-bri-go and blu-sa

Vocabulary	<p>la fecha, los días de la semana la mes lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno</p> <p>¿Qué fecha es hoy? Hoy es ... ¿Cuándo es tu cumpleaños? Mi cumpleaños es...</p>	<p>¿Qué tiempo hace? El clima Hace frío. Hace calor. Hace sol. Hace mucho viento. Hace buen tiempo. Hace mal tiempo. Está lloviendo. Está nevando. Hay tormenta En el norte de España En el sur... En el centro... En el oeste... En el este...</p>	<p>un libro un cuaderno un lápiz un bolígrafo un sacapuntas un estuche una calculadora una barra de pegamento una regla una goma una mochila unas tijeras tengo, no tengo ¿Qué tienes en tu estuche? En mi estuche tengo En mi estuche no tengo Mi, mis y</p>	<p>¿Dónde vives? Vivo en... una casa, un piso, una cocina, un comedor, un cuarto de baño, un dormitorio, un lavadero, un sótano, un despacho, un salón, un garaje, un jardín</p> <p>en la ciudad, en el campo, en la montaña, en la costa, en un pueblo</p> <p>pero y En mi casa hay... En mi casa no hay...</p>	<p>la ropa, una camisa, unos pantalones, una gorra, un traje de baño, unos guantes, un suéter, unas botas, una camiseta, unas medias, un abrigo, unas sandalias, un vestido, unas gafas, una blusa, unos pantalones cortos, una corbata, unos zapatos, una bufanda, unos calcetines, una falda, una chaqueta</p> <p>yo llevo Para la escuela llevo... Cuando hace buen tiempo llevo... Cuando nieva llevo... Cuando estoy de vacaciones llevo... En mi maleta hay...</p>
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UKS2 Knowledge and Vocab Summary - Cycle B					
	¿Qué hora es? - What time is it?	Me presento - Presenting myself	Mi familia - My family	¿Tienes una mascota? -Do you have a pet?	En la cafetería - At the cafe
NC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ listen attentively to spoken language and show understanding by joining in and responding. ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures. ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ♣ present ideas and information orally to a range of audiences. ♣ read carefully and show understanding of words, phrases and simple writing. ♣ appreciate stories, songs, poems and rhymes in the language. ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly. ♣ describe people, places, things and actions orally* and in writing Languages 195. ♣ 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. 				
Concept	To be able to tell the time in Spanish	To say your name, age and where you live in Spain.	To talk simply about your/a family in Spanish.	To say what pet you have and do not have in Spanish.	To be able to order what you would like to eat and drink in a Spanish cafeteria.
Assessment	What time is it?	Can you introduce yourself to another class member?	Can you describe your family?	Do you have any pets?	What would you like at the café?
Substantive Knowledge	<ul style="list-style-type: none"> I know how to say the numbers to 12 in Spanish. I know how to say multiples of 5 to 60 in Spanish. I know how to ask what time is it? (¿Qué hora es?) I can say the time to the hour in Spanish. I am beginning to say the time in 5 minute intervals in Spanish. I know that in Spanish they do not use the word o'clock or minutes when telling the time I know how to use the time to say you do an activity at a particular time e.g. I go to the cinema at 3.30 (Voy al cine a las tres y media) 	<ul style="list-style-type: none"> I know how to count and say the numbers to 20 in Spanish. I know how to ask somebody their name and age (¿Cómo te llamas, ¿Cuántos años tienes?) I know how to ask somebody where they live (¿Dónde vives?) I can say my name, age, where I live and my nationality in Spanish (Me llamo...Tengo...Vivo...Soy...) I know how to ask somebody how they are feeling (¿Cómo estas?) and give an appropriate response back. 	<ul style="list-style-type: none"> I know how to say, read and write the nouns and determiners for several family members. I know how to move from using the determiner 'a' with a family member noun (a brother) to a possessive adjective 'my' in Spanish (my brother). I can ask and answer the question: ¿Tienes hermanos? I can begin to recall the numbers 1-100 in Spanish. I know how to use these numbers to describe the age of my family members. I know how to say he/she is called – se llama I know how to say he/she has - tiene 	<ul style="list-style-type: none"> I know how to say, read and write the nouns and indefinite articles for 8 common pets. I know how to ask somebody if they have a pet: ¿Tienes una mascota? I know how to reply to the question in positive and negative form: Tengo ...No tengo I know how to say in Spanish what pet I have/do not have and give my pet's name. I know how to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences. 	<ul style="list-style-type: none"> I know a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks found in a typical Spanish cafeteria. I know some key phrases to help me perform a role play in the Spanish cafeteria. I can order in Spanish what we would like to eat and drink. I know that the euro is the currency in Spain and can use my knowledge of numbers to help calculate the bill in Spanish. I know how to make nouns plural in Spanish.

Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> Learn how to tell the time to the hour in Spanish Begin to learn how to tell the time to 5 minute intervals in Spanish. Ask and answer the question – What time is it? Read and write the time shown on analogue clocks in Spanish. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Develop understanding of how to say it is a certain time (Son las number) or that at a certain time (A las number) you do something. Develop skills of how to tell time when it's minutes past the hour and when it's minutes to the next hour using 'y' and and 'menos' less 	<ul style="list-style-type: none"> Learn how to present ourselves in Spanish. Develop the vocabulary and skills to say what we are called, how old we are, where we live and our nationality. To practise holding a simple conversation with a partner, asking the question as well as being able to answer it. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise sounds ca – catorce, ce – once, ci – cinco, co – cómo, cu – cuatro 1st person high frequency verbs – Soy = I am, Tengo = I have, Vivo = I live Develop understanding of how adjectives may change spelling depending on what describing. E.g. Soy española (girl), soy español (boy) 	<ul style="list-style-type: none"> Learn how to describe own or a fictitious family in Spanish by name, age and relationship. We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise sounds ca – única, ci – cien, co – único, cu – cuarenta, cincuenta To fully understand the role of gender and plurality in the choice of possessives – mi hermano, mi hermana, mis abuelos To move from the 1st person conjugation of high-frequency verbs to 3rd person singular – tengo – I have, tiene he/she has Revise stress placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like her-<u>man</u>-o, her-<u>man</u>-a (remembering silent 'h' in Spanish unless a foreign origin word) 	<ul style="list-style-type: none"> Use a variety of speaking, listening, reading and written tasks to learn the nouns and indefinite articles for the pets. To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise sounds – ga and go as in gato, tortuga, gorra, abrigo Revise stress placement - Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like co-<u>to</u>-rra, tor-<u>tu</u>-ga and <u>pe</u>-rro 1st person conjugation of the verb tener (to have) tengo/no tengo 	<ul style="list-style-type: none"> Develop learning strategies such as identifying cognates to help remember and recall a wider range of nouns and indefinite articles/determiners for a selection of typical food, snacks and drinks offered in a Spanish cafeteria. Develop oral skills by learning to ask more questions in Spanish and creating more personalised responses. Take part in speaking activities to help learn the new transactional language required to perform role-plays as waiter/customer in a Spanish cafeteria. <p><u>Phonic/grammar focus</u></p> <ul style="list-style-type: none"> Revise sounds ca and co as in <u>ca</u>lamares, un <u>co</u>cholate <u>ca</u>liente, una <u>co</u>ca <u>co</u>la Revise accents indicate stressed vowel – jamón, limón and café Understand 4 different indefinite articles/determiners – singular 'a' = una, una, plural 'some' = unos, unas Understand how to move a singular noun to plural form so can order more than one of something e.g. una paella, unas paellas.
Vocabulary	<p>¿Qué hora es? = What time is it?</p> <p>Es la una = It is one o'clock Son las dos = It is two o'clock Son las tres = It is three o'clock Son las cuatro = It is four o'clock Son las cinco = It is five o'clock Son las seis = It is six o'clock Son las siete = It is seven o'clock Son las ocho = It is eight o'clock Son las nueve = It is nine o'clock Son las diez = It is ten o'clock Son las once = It is eleven o'clock Son las doce = It is twelve o'clock Es mediodía = It is midday Es medianoche = It is midnight y cuarto = quarter past menos cuarto = quarter to y media = half past</p> <p>Es la una y cinco = It is five past one Es la una y diez = It is ten past one Es la una y cuarto = It is quarter past one Es la una y veinte = It is twenty past one Es la una y veinticinco = It is twenty-five past one Es la una y media = It is one thirty Son las dos menos veinticinco = It is twenty-five to two Son las dos menos veinte = It is twenty to two Son las dos menos cuarto = It is quarter to two Son las dos menos diez = It is ten to two Son las dos menos cinco = It is five to two</p> <p>At one o'clock – a la uno</p>	<p>¡Buenos días! ¡Hola! ¡Adiós! ¡Hasta luego!</p> <p>Soy... español/española inglés/inglesa galés/galesa irlandés/irlandesa escocés/escocesa</p> <p>Soy de Inglaterra.</p> <p>¿Cuántos años tienes? Tengo...años once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</p> <p>¿Cómo estás Estoy bien, Estoy mal, Más o menos, Estoy muy bien, Estoy muy mal.</p> <p>¿Cómo te llamas? Me llamo</p> <p>¿Dónde vives? Vivo en...</p>	<p>la familia , los padres, los abuelos, los hermanos</p> <p>el padre / el papa la madre / la mamá el hermano. la hermana el abuelo, la abuela el tío, la tía el padrastro, la madrastra el hermanastro, la hermanastra el hijo, la hija el primo, la prima</p> <p>mi, mis</p> <p>¿Tienes hermanos? Sí, tengo un hermano/una hermana Sí, tengo dos hermanos/dos hermanas. No, soy hijo único (boy) No, soy hija única (girl)</p> <p>¿Cómo te llamas? ¿Cómo se llama tu [family member] ? Me llamo... Se llama... ¿Cuántos años tienes? ¿Cuántos años tiene ___? Tengo ___ años. Tiene ___ años.</p>	<p>Un perro, un gato, un conejo, un hamster, un pez, un ratón, una cotorra, una tortuga</p> <p>Tengo, no tengo Tengo un, Tengo una que se llama y pero</p>	<p>un bocadillo de jamón, un bocadillo de queso</p> <p>un café, un café con leche, un té, un zumo de naranja, un chocolate caliente, una limonada, una coca cola</p> <p>un pastel de limón, unos churros, una tarta de chocolate, una crema catalana</p> <p>unos calamares, una tortilla de patatas, una ensalada mixta, una paella, unas gambas, unas croquetas, unas patatas bravas</p> <p>¿Qué deseas? quisiera la cuenta</p>

Progression of Skills

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)
Reading	N/A	<ul style="list-style-type: none"> Use phonic knowledge to begin to read words some basic words and greetings. 	<ul style="list-style-type: none"> Read out loud everyday and familiar words and phrases. Use phonic knowledge to read words. Read and understand short written phrases. Use books or glossaries to find out the meanings of new words. 	<ul style="list-style-type: none"> Read and understand the main points in sentences. Read short texts independently. Show an increasing confidence in reading aloud. Use a translation dictionary or glossary to look up new words.
Writing & Grammar	N/A	N/A	<ul style="list-style-type: none"> Write or copy everyday words correctly. Label items and choose appropriate words to complete short sentences. Write short phrases used in everyday conversations correctly. Write one or two short sentences. 	<ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. Use dictionaries or glossaries to check words. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
Speaking & Listening	<ul style="list-style-type: none"> Listen to and repeat a range of simple words in another language. Listen to and begin to sing-along to some simple songs in other languages. 	<ul style="list-style-type: none"> Listen to and repeat a range of simple words and short phrases in another language. Use a range of intonation when repeating words. Listen to and sing-along to a range of songs in other languages. 	<ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information. Give responses to questions about everyday events. Pronounce words showing a knowledge and growing understanding of sound patterns. 	<ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in conversations, discussions and tasks. Demonstrate a growing vocabulary. Be understood with little difficulty.
Culture	<ul style="list-style-type: none"> Begin to show an awareness of how people live in our country and other countries. 	<ul style="list-style-type: none"> Show a growing awareness of how people live in our country and how they live in other countries. Identify some countries where different languages are spoken. Make simple comparisons between the customs, culture and celebrations of our country and other countries. 	<ul style="list-style-type: none"> Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs, culture and features of the countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country. Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> Describe with interesting details some aspects of countries or communities where the language is spoken – customs, culture, history. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.