

# Progression of teaching Spanish at St John's



# Reception

## Progression of knowledge

**Greetings:** In this unit pupils will learn the vocabulary for basic greetings in Spanish enabling the pupils to participate in a short oral conversation by the end of the unit.

**Colours:** Learning 10 common colours in Spanish.  
To repeat and recognise most of the 10 colours in Spanish.  
They may be able to attempt to spell a couple of the colours in Spanish.

**Numbers:** In this unit pupils will learn to count to 10.  
Repeat and recognise most of the numbers 1-10  
May be able to attempt to spell a couple of the numbers from 1-10.

## DfE PoS Attainment Targets met in the above units

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

## Skills

**Listening:** Appreciate and start to understand some of the familiar words in what we hear.

**Speaking:** Learn to repeat and reproduce the language I hear with accurate pronunciation.

**Reading:** Be able to identify written versions of the words I hear.

**Writing:** Consolidate letter formation skills by copying words in Spanish from a model.

**Grammar:** Start to understand that foreign languages can have different structures to English.

# Year 1

## Progression of knowledge

**Nursery Rhymes:**In this unit pupils will learn 6 traditional nursery rhymes in Spanish.

**In the Jungle:**In this unit pupils will learn 7 jungle animals (nouns and definite articles/determiners) in Spanish.

**Under the Sea:**In this unit pupils will learn 7 sea creatures (nouns and definite articles/determiners) in Spanish.

## DfE PoS Attainment Targets met in the above units

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
8. Appreciate stories, songs, poems and rhymes in the language.

## Skills

**Listening:** Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.

**Speaking:**Learn to articulate key words introduced in the lesson and understand their meaning.

**Reading:**Being able to identify the written version of a wider range of the words I hear.

**Writing:**Start to reproduce nouns and determiners/articles from a model.

**Grammar:**Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.

# Year 2

## Progression of knowledge

**Phonics:** Key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.

**Transport:**In this unit pupils will learn how to: Recognise, recall and remember up to 7 modes of transport in Spanish. Recognise, recall and remember a short phrase for each mode of transport in Spanish. Learn to listen attentively to, understand and participate actively in a Spanish song about transport.

**In my Town:**In this unit pupils will learn 7 modes of transport (nouns and definite articles/determiners) in Spanish.

**Anita and Teddy Bear:**In this unit pupils will follow the teddy bear and his friend Anita on their day out together and they will learn the vocabulary for 5 key elements from the story in Spanish.

## Skills

**Listening:** Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.

**Speaking:**Learn to articulate key words introduced in the lesson and understand their meaning.

**Reading:**Being able to identify the written version of a wider range of the words I hear.

**Writing:**Start to reproduce nouns and determiners/articles from a model.

**Grammar:**Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.

## DfE PoS Attainment Targets met in the above units

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

## Progression of knowledge

**Phonics:** Key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.

### **Animals**

**PoS Attainment Targets met by this unit:**1, 3, 4, 5, 6, 7, 9, 10, 11, 12:

In this unit, pupils will learn how to: Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. Understand better that articles/determiners have more options in Spanish than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).

### **Seasons**

**PoS Attainment Targets met by this unit:**1,2,3,4,5,6, 11

In this unit pupils will learn how to: Recognise, recall and remember the 4 seasons in Spanish. Recognise, recall and remember a short phrase for each season in Spanish. Say which season is their favourite in Spanish.

### **Ice-Creams**

**PoS Attainment Targets met by this unit:**1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12

In this unit pupils will learn how to: Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub.

# Year 3

## Skills

**Listening:**Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

**Speaking:** Communicate with others using simple words and short phrases covered in the units.

**Reading:**Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

**Writing:**Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

**Grammar:**Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

# Year 4

## Progression of knowledge

**Phonics:** Key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.

### **Little Red Riding Hood**

**PoS Attainment Targets met by this unit: 1, 2, 4, 5, 6, 7, 8, 9, 10.**

In this unit pupils will learn to listen carefully so as to understand a familiar fairy tale recounted in Spanish using picture and word cards. , Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills.

### **Presenting Myself**

**PoS Attainment Targets met by this unit: 1,2,3,4,5,6,7,8,9,10,12.**

In this unit pupils will learn how to: Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.

### **My Family**

**PoS Attainment Targets met by this unit: 1, 2, 3, 4 ,5, 6, 7, 8, 9, 10, 12.**

In this unit pupils will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).

## Skills

**Listening:** Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking:** Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading:** Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

**Writing:** Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate.

EG: My name, where I live and my age.

**Grammar:** Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').

Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do nothave...'

# Year 5

## Progression of knowledge

**Phonics:** Key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.

### **Do You Have a Pet?**

**PoS Attainment Targets met by this unit: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.**

In this unit pupils will learn how to: Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”).

### **At the Cafe**

**PoS Attainment Targets met by this unit: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.**

In this unit the children will learn how to: Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.

### **What Is the Weather?**

**PoS Attainment Targets met by this unit: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.**

In this unit pupils will learn how to: Repeat and recognise the vocabulary for weather in Spanish. Ask and say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols.

## Skills

**Listening:** Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

**Speaking:** Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

**Reading:** Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.

**Writing:** Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

**Grammar:** Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'Myblue coat'.

# Year 6

## **Progression of knowledge**

**Phonics:** Key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.

## **My home**

**PoS Attainment Targets met by this unit: 1,2,3,4,5,6,7,8,9,10,11,12.**

In this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish.

## **At School:**

**PoS Attainment Targets met by this unit: 1,2,3,4,5,6,7,8,9,10,11,12.**

In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in Spanish. They will also learn how to conjugate the verb “to study”, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.

## **Me in the World:**

**PoS Attainment Targets met by this unit: 1,3,4,5,6,8,9,10,11,12.**

In this unit pupils will learn about other countries around the globe that speak in Spanish. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types.

## **Skills**

**Listening:** Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

**Speaking:** Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

**Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

**Writing:** Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

**Grammar:** Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'togo', 'to do', 'to have' and 'to be'.