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|  |  |  | Spanish Curriculum |  |  |
|  | **Listening** | **Speaking** | **Reading** | **Writing and Grammar** | **Intercultural understanding** |
| Y3 | **Listen to others,** using familiar words, phrases and short sentences in the target language.  **Apply phonic knowledge when listening** to number songs, Cantajuego songs, the Hungry Caterpillar story, and paper butterfly instruction | **Respond and repeat** familiar spoken words and phrases in the target language.  **Communicate** with others using simple words, phrases and short sentences.  Explore language patterns and sounds to support pronunciation and intonation.  **Express likes and dislikes.**  **Ask for help** in the target language.  **Descriptions.** | **Recognise and understand** familiar words and phrases in written form  **Recognise key phonic sounds to** support the reading of sentences and short texts in the target language.  **Recognise cognates** and decode unfamiliar words in simple sentences.  **Match sound to text with familiar words**, read familiar words (emphasis on pronunciation) identify rhyming words applying decoding strategies. | **Write familiar simple words** using a model and some from memory.  **Use of Bilingual dictionary**  **Understanding** nouns can be masculine and feminine  **Understanding** when writing, word order (adjectives)  **Ability** to form the negative. (no tengo), forming plurals (gender agreement)  **Initial** use of connectives; Y, pero, tambien. | **Recognise**, children in our school speak different languages.  **Recognise** the benefits of being able to speak different languages. |
| Y4 | **Listen to authentic** material for specific phonemes, words and cognates.  **Listen** to identify short phrases**. Listen to decode** new words and short phrases.  **Listen and understand** classroom commands. | **Explore the patterns and** sounds of language to help develop accurate pronunciation and intonation.  **Communicate** with others by asking simple questions.  **Answer questions** re: birthdays, ages, dates and simple maths. **Express opinion: Me gusta** el verde pero **prefiero** ….  **Ask for help** in the target language. | **Read and understand** familiar words and phrases. Emphasis on accurate pronunciation. .  **Follow text** while listening and reading at the same time.  **Apply phonic knowledge** to support reading new words and sentences aloud with increasing pronunciation accuracy.  **Reading and understanding** details on birthday invitations, diary entries and list of things to do.  **Use of bilingual dictionary** | **Write a short text using a model.**  **Apply phonic knowledge to support writing**  **Be able to form simple sentences** using the appropriate gender, adjective noun placement and persons.  **Write short exclamations and questions** from memory with correct punctuation marks.  **Write party invitations** including place/time / date /  **Making plans for a party** – to do list (Voy a + verbs in the infinitive)  **Describing paintings – (**intro prepositions) | **Learn about festivals and celebrations** in different cultures.  **Learn about the influence of these celebrations on British culture.** |
| Y5 | **Listen** and understand more complex phrases and sentences.  **Identify** some of the main points from short spoken conversation.  **Understand and respond** to a specific range of classroom instructions. **Understand essential likes / dislikes** relating to food and sports  **Anticipate** with some accuracy the spelling of new words they hear, by applying their phonics knowledge. | **Take part in short conversations** using familiar structures and vocabulary.  **Focus on correct pronunciation and intonation**, using tone of voice and gesture to convey meaning when reading aloud.  **Communicate** by asking a wider range of questions  **Express reason for opinions:** En mi opinión ‘porque es/son + adjectives’  **Ask for help, being more specific; ‘**¿Señorita, puede ayudarme con el numero tres?’ | **Read and understand** some of the main points from a short text.  **Read different genres of writing**.  **Recognise and discuss** the importance of cognates when deciphering a new language.  **Read short texts** and answer questions to show understanding.  **Dictionary skills**: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words | **Write sentences** about what you eat when, and what sports you do when, and what instruments you can play, from short-term memory with accurate spelling.  **Adapt short text** about someone else's sports /free time to write a short text about own free time.(use of 1st and 2nd person)  **Describe actions**: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).  **Know when to omit the definite article** when talking about what you eat and drink. **Know how to use the definite article** with verbs jugar (al / a la), and practicar (el / la) and conjugations of these. | **Recognise similarities and differences** between our everyday lives (routine timings) and those of others.  **Children will use Spanish for real purpose**, through correspondence with our partner school using a Pen Pal system (Spanish school)  **Visit to a Spanish restaurant** – ordering in Spanish. |
| Y6 | **Listen to and understand t**he main points of a short spoken passage.  **Listen and understand longer and more complex phrases** e.g. descriptions (places and other), information and instructions.  **Understand the main points in and simple opinions** in authentic spoken sources e.g. interview, song or passage. | **Use spoken language** to initiate and sustain simple conversations on familiar topics.  **Communicate in class** more confidently  **Present to an audience** e.g. role play, presentation or performance.  **Respond to spoken language** by identifying positive/negative opinions.  **Ask / answer regarding likes and dislikes** on a range of topics.  **Express opinion and preferences** using more detail. me gusta(n) ‘prefiero’ and ‘porque es/son + adj’. **Ask for help and other requests**: ‘¿Puedo trabajar con Josh?’ | **Read aloud** from a text with focusing on expression, pronunciation and intonation.  **Read and understand main points** and some detail from a short written passage.  **Complete gap-fill activities** from reading a text with familiar and unfamiliar vocabulary.  **Use of dictionary to research** new nouns and adjectives. Use these actively in sentences with some degree of accuracy.  **Pier pronunciation correction.** | **Build confidence conjugating** regular verbs.  **Recognise the most familiar**, irregular verbs (to be, to have, to go)  **Understand and begin** to use the past tense to describe events.  **Express opinions, giving reasons** (from memory)  **Describe places and compare locations** (from memory)  **Accurate gender and article use**, singular and plural (not with 100% consistency but the rules are known and understood). **Use** ‘hay **Understand and use verbs** Ser and Estar **Use subordinating connectives** (if, because). | **Recognise and understand** a shared history and compare attitudes to everyday life.  **Children will use Spanish for real purpose**, through correspondence with a Spanish school.  **Taking part** in a re-enactment of the grape tradition on New Year’s Eve.  **Traditional food tasting** – children bring in an example of a Spanish dish. |