



<b>Subject: Spanish</b>	<b>Curriculum Provision Statement</b>
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*Inspiring Excellence Our days are always filled with MAGIC*

<b>Context</b>
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At Keir Hardie Primary School, we use the teaching of a Modern Foreign Language like Spanish to expand the horizons of our pupils and promote Equality, Mutual Respect and Tolerance of other cultures, which are part of the British Values. We chose Spanish as it is the second most widely-spoken language in the world, so it enhances pupils' CVs and prepares them for the world of work. Spanish opens up the mind to a rich heritage of art, literature and beauty. English and Spanish both have roots in Latin, and share many words. About 80 percent of the entries in any English dictionary are borrowed - mainly from Latin - and therefore, learning Spanish gives the opportunity to gain deeper insights into the English language and help children understand the deeper meaning of words. Spanish is also the first language spoken by many children in our school, who can gain deeper benefit from the learning of reading and writing in their mother tongue.

Intent	Implementation	Impact
<p>We want pupils to thrive oracy skills and gain self-esteem and self- confidence as well as develop strong interpersonal skills through the acquisition of basic skills in speaking, listening, reading and writing in Spanish at an age appropriate level.</p> <p>Since a very high proportion of our pupils have English as an additional language, we want our</p>	<p>Spanish is taught at KS2 by a specialist teacher in the school. Every Spanish lesson is based on developing the correct pronunciation in speaking and listening activities as well as the acquisition of new vocabulary with a phonics and grammar focus in reading and writing. Pupils are strongly encouraged to discover and discuss the etymology of words, seek patterns within the language, as well as comparing and contrasting</p>	<p>Children will become more confident when listening to, speaking, reading and writing Spanish. They will also understand how and why Spain and Spanish speaking countries are different from other countries.</p> <p>SEND/EALs and PPG pupils continue to have access to their MFL entitlement and participate fully in MFL learning journeys, thanks to the use</p>

<p>pupils to continue developing as global citizens and have an enhanced understanding of the different cultures in the world.</p> <p>We want to sow the seeds that will inspire and generate a love and thirst for life-long language learning and prepare our pupils for their future education and careers ready for the 21st-century world.</p> <p><i>"Learning a foreign language is a liberation from insularity and provides an opening to other cultures."</i> National Curriculum for MFL.</p>	<p>Spanish, English and other native languages spoken in class.</p> <p>We adopted and adapted a scheme of work which reflects the current pedagogy in Language Teaching. We use games, role plays and interactive language learning platforms such as Linguascope, to motivate children and make lessons highly enjoyable, while they help with the mnemonics of words at the same time. When teaching vocabulary, words are associated with actions to support the understanding and the memorization.</p> <p>We like to expose our pupils to authentic language materials, and for this reason, in the summer term we organise for the Year 6 pupils to have a letter exchange with another primary school in Spain. This offers them the opportunity to celebrate all they have learned in the language throughout KS2 . At the end of each academic year we also like to celebrate the children's achievement by taking the More Able Learners to a Spanish Tapas Restaurant where they can have an encounter with authentic Spanish food and culture.</p> <p><i>"I realised that we use the language without thinking of all the structure the language has."</i> Year 6 native speaker of Spanish.</p>	<p>of additional support in class to memorise the key vocabulary, through adult modelling and repetition, and structured and consistent routines.</p> <p>Pupils will develop a greater understanding and respect of cultural differences around the world, helping them to become more tolerant and accepting of people's differences and promoting inclusivity as well as developing more awareness and pride in their own cultures.</p> <p>Children will leave Keir Hardie Primary with a love of language and be equipped with an enthusiasm for Modern Foreign Languages, which will prepare them for the next stage of their education and will give them better opportunities during their working life.</p>
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## Subject Coverage

	Autumn	Spring	Summer
<b>Year 3</b>	<p>Greetings and Spanish culture</p> <p>Classroom instructions</p> <p>Animals vocabulary</p> <p>Numbers and plurals</p> <p>Soft 'ci' , 'R' phoneme</p> <p>Connectives and simple sentences</p> <p>Gender</p> <p>Memorisation and storytelling</p> <p>Saying my name</p> <p>Christmas</p> <p>Soy (I have)</p> <p>I phoneme</p>	<p>Spanish names</p> <p>Colours</p> <p>Opinions</p> <p>Word order of adjectival order</p> <p>A traditional story: the Enormous turnip</p> <p>Christmas song</p> <p>A, E, J, R phomemes</p> <p>Numbers 1-10</p> <p>Spanish maths: addition and subtraction</p> <p>Tengo (I have)</p> <p>Age</p> <p>Easter bunny/eggs</p>	<p>Definite (el,la,los,las) and indefinite (un, una, unos, unas) articles</p> <p>Quisiera (I would like)</p> <p>Extending sentences with pero</p> <p>Hard C phoneme</p> <p>Es</p> <p>Extending sentences with también</p> <p>Numbers 1-15</p> <p>Days of the week</p> <p>R, U, I, hard g phonemes</p> <p>Assessments</p> <p>Barcelona project</p>
<b>Year 4</b>	<p>Revision of animals and classroom instructions</p> <p>A Spanish poem</p> <p>How to use a Spanish bilingual dictionary</p> <p>Parts of the body</p> <p>Negative 'no'</p> <p>soft c, z phonemes</p> <p>Colours</p> <p>Adjectival agreements</p> <p>Food</p> <p>Opinions about food</p> <p>Goldilocks story</p> <p>Christmas: the snowman</p> <p>son (they are)</p>	<p>Quisiera with food</p> <p>Revise numbers 1-15</p> <p>Months</p> <p>Numbers 16-31</p> <p>Spanish maths:division and multiplication</p> <p>Word order</p> <p>Me gustan with plural nouns</p> <p>Quiero</p> <p>Christmas traditions</p> <p>Hard c, ll, qu, ch, phonemes</p> <p>Dates and birthdays</p> <p>Revise numbers 1-31</p> <p>Third person</p> <p>Personal descriptions (hair and eye</p>	<p>Family vocabulary</p> <p>Possessive adjectives (mi, mis)</p> <p>Further dictionary skills</p> <p>Clothing vocabulary</p> <p>Revise adjectival agreements</p> <p>i phoneme</p> <p>Memorise a short text (Talk4writing)</p> <p>Revise food, opinions, months, numbers and personal descriptions</p> <p>Assessments</p> <p>Spanish festival project</p> <p>ll phoneme</p>

	a phoneme	colour) J, soft c phonemes Easter: Las Fallas festival	
<b>Year 5</b>	Revise opinions Sports vocabulary Sports clothing Verb tener Negative Masculine and feminine nouns Dictionary skills Preposition para (for) i phoneme Weather vocabulary Hobbies vocabulary Pets Traditional tale: The fox and the crow Christmas in Spain j, qu phonemes	Verb ser Dictionary skills Revise dates, months Legends Numbers 32-60 School subjects The three wise men u phoneme Primary school in Spain Subject preferences Telling the time Reasons Verb ir Transport vocabulary Easter: Los tres magos (three kings) Silent h phoneme Easter cards	Items in a classroom Possessive adjectives (revision and new) Prepositions hard c phoneme Revise ir, key phonemes The simple future tense Alphabets Revision Assessments Penpal project I
<b>Year 6</b>	Revise tener and ser Questions Telling the time Daily routine Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	Tener phrases Puedo + infinitive Bedroom descriptions Places in a town Revise places in town Revise ir Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous Spanish food and menus The preterite (past) tense The preterite (past) tense Revision Assessments The Spanish alphabet Penpal project II

## Enrichment/Cultural Capital

Linguascope Language Learning platform - Online games and resources / Curriculum books / iLanguages Scheme of Work  
European Day of Languages / Heritage week / Carnival/ Now Press Play - audio stories/ More Able Learner Visit to Tapas Restaurant / Pen Pals letter exchange with Primary School in Spain - Year 6 / Spanish day - Tapas making KS1; Flamenco and Latin American Dance KS2/ Spanish Assembly / Spanish good work certificates in school.

Year 3 Essential Knowledge	Year 4 Essential Knowledge
<p><u>Reading:</u> Read out loud everyday words and phrases.</p> <p>Use phonics knowledge to read words.</p> <p>Read and understand short written phrases.</p> <p><u>Writing:</u> Write short phrases used in everyday conversations correctly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><u>Speaking:</u> Understand a range of spoken phrases.</p> <p>Pronounce words showing a knowledge of sound patterns.</p> <p><u>Culture:</u></p>	<p><u>Reading:</u> Read and understand a range of familiar written phrases and simple sentences.</p> <p>Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.</p> <p>Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English.</p> <p><u>Writing:</u> Write short phrases from memory with spelling that is readily understandable.</p> <p>Write several short phrases or sentences from memory with understandable spelling.</p> <p>Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.</p> <p><u>Speaking:</u></p>

<p>Identify countries and communities where the language is spoken. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><u>Culture:</u> Learn about festivals and celebrations in different cultures. Compare traditional stories.</p>
Year 5 Essential Knowledge	Year 6 Essential Knowledge
<p><u>Reading:</u> Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning.</p> <p>Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to Spanish and Spanish to English.</p> <p>Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge.</p> <p><u>Writing:</u> Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.</p> <p>Describe people, places and actions orally and in writing</p> <p>Translate sentences or short texts from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.</p>	<p><u>Reading:</u> Read and understand the main points and some of the details in short written texts.</p> <p>Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to Spanish and Spanish to English.</p> <p>Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p><u>Writing:</u> Write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.</p>

Speaking:

Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts.

Listen and apply knowledge of phonemes to help understand extended sentences.

Describe people, places and actions orally and in writing

Take part in short conversations using familiar structures and vocabulary.  
Can adapt models successfully to give an extended response including opinions and reasons.

Culture:

Learn about festivals and celebrations in different cultures

Identify social conventions at home and in other countries

Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.

Use knowledge of grammar to enhance or change the meaning of phrases.

Use dictionaries or glossaries to check words.

Speaking:

Listen to and recount from memory familiar stories, songs, rhymes and poems.

Listen and apply knowledge of phonemes to help understand more complex extended sentences.

Take part in short conversations using familiar structures and vocabulary.  
Can adapt models successfully to give an extended response including reference to the past and future.

Culture:

Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.

Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.