



Sir Edmund Hillary Primary School- Spanish- Languages Curriculum

Aims

The National Curriculum for Languages aims to ensure that all pupils:

- 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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Intent - *What are we trying to achieve for our children in Languages?*

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 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. At Sir Edmund Hillary, we have chosen to learn Spanish and have carefully sequenced a curriculum so that pupils can progress substantially in a single language. The starting blocks for this is for the children to know the phonology, grammatical structures and vocabulary that will help them communicate ideas, fact and feelings, focussed on familiar and routine matters.

Starting at Y3, this is a KS2 programme of study and will provide an appropriate balance of spoken and written language, laying the foundations for continued learning in KS3. It will

- Develop linguistic and communicative competence
- Extend pupils knowledge of hoe languages work
- Explore similarities and differences between Spanish, any heiotage languages our children have , and English.

Implementation - *How is the curriculum delivered?*

Building on cultural understanding developed in Foundation and KS1 that different peoples speak different languages, at Sir Edmund Hillary, we implement a Languages curriculum that;

- meets the objectives outlined in the National Curriculum



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- is sequenced throughout KS2, with two distinct milestones of LKS2 and UKS2, on a Cycle A/B structure because of the nature of the Mixed Year group classes
- Each milestone will include objectives from the National Curriculum and as further described in the Ofsted Research Review, supporting a progression for :
 - Phonics- the key components of the sound-visual relationship (Listening/Writing/Reading/ Speaking)
 - Vocabulary – a set of the most frequently used words understood Aurally and through Reading and produced Orally and through Writing.
 - Grammar- the essential building blocks required to create simple sentences independently that make sense that will include gender of nouns, singular and plural forms, adjectives of place and agreement , and the conjugation of key verbs.
- Our children will have a weekly language lesson of approximately 30 minutes, followed by 5-10 minute ‘revisit and deepen’ structured language tasks that practise retrieval, improve retention and embed learning in long term memory.
- Because of the two year cycle, the Phonics and Grammar repeat but the Vocabulary contexts refresh each year, meaning that the order of learning within the cycles is not important.
- A detailed scheme of work with audio-enabled resources is provided for every lesson in the sequence to minimise unnecessary teacher workload.
- Resources may be adapted by teachers to support the differing needs of engagement and learning of children.

Impact - What difference is the curriculum making? How do you know whether pupils know what you think they know?

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Periodically they complete achievement tests in phonics, vocabulary and grammar covering all modalities (i.e. listening, speaking, reading and writing), which assess the specific knowledge they have been taught.

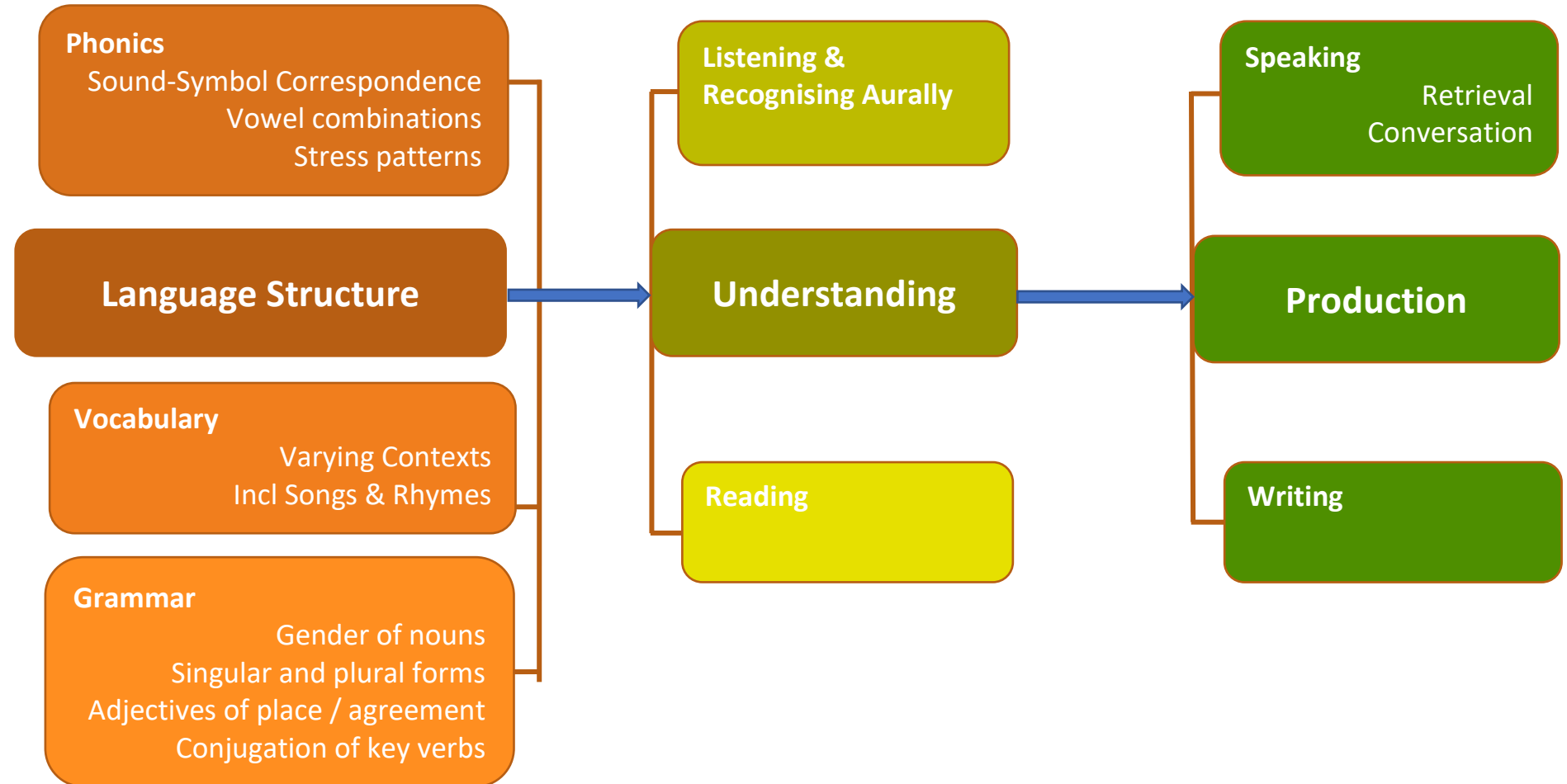
We measure the impact of our Languages curriculum using the following measures:

- Evidence from children’s books will show a regularly delivered curriculum, demonstrating appropriate pitch and challenge.
- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills that builds throughout KS2
- Pupil discussion about their learning
- End point assessments within each unit show how much children have learned within that part of the curriculum



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Subject Structure



Translating, Composing, Communication



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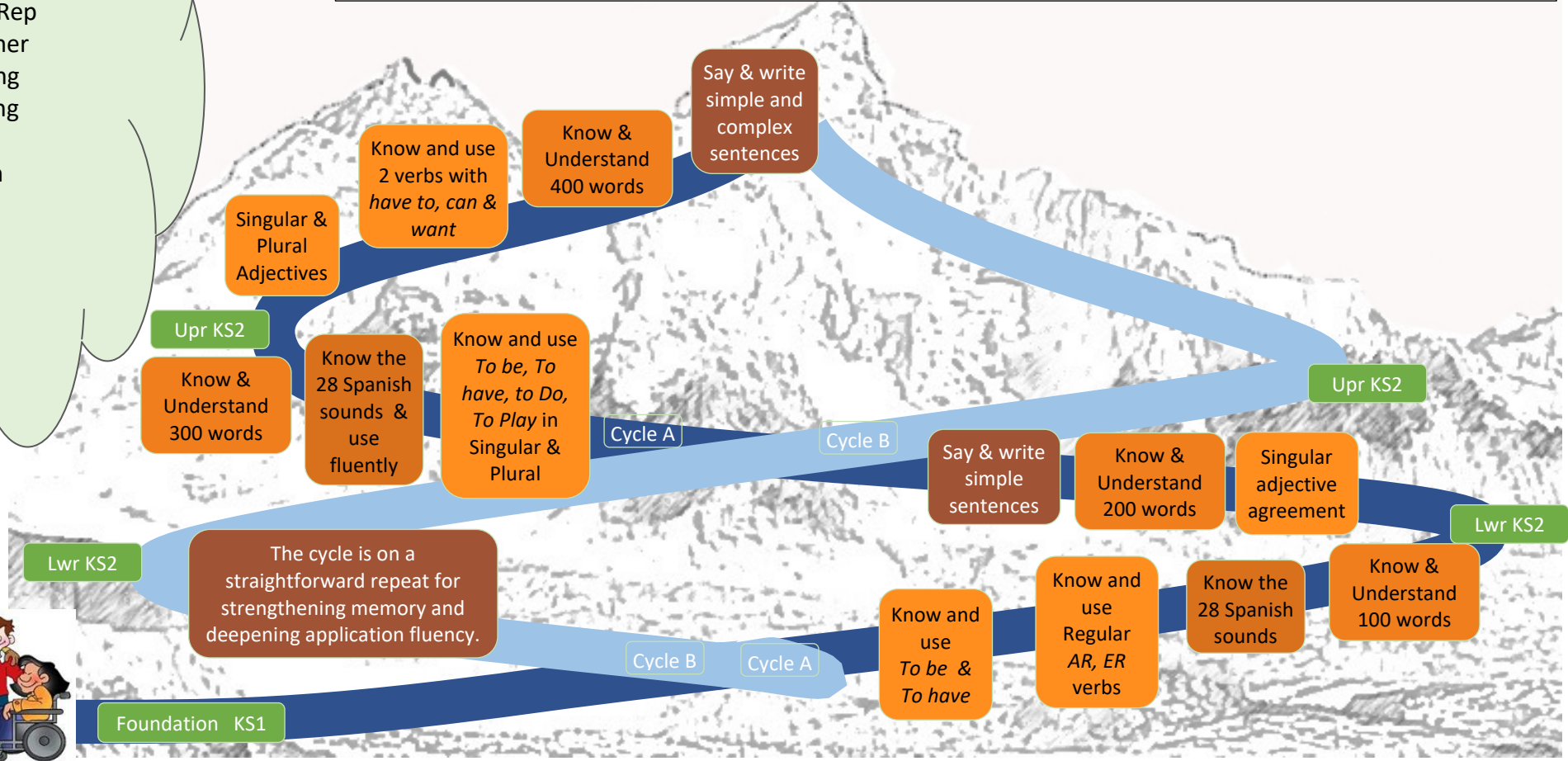


Route Planning

Trader
Tour Guide,
Interpreter
Translator
Holiday Rep
Researcher
Marketing
Publishing
Editing
Librarian



When I learn **Spanish** I am learning to communicate with people in a new way.
 I am learning how Spanish **sounds**, its **Phonics**, so that I can speak it confidently and be understood.
 I am learning new **Vocabulary** in Spanish so that I can understand people and speak for myself.
 I am learning how Spanish **Grammar** works to build sentences and how it is the same and different to English.
 I will be able to ask and answer questions, and talk and write at increasing length.
 I will work at getting better at **translating, composing, speaking & listening**, and **building my vocabulary** to increase my **communication skills** in the Spanish language.





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Phonics	Y 3	Y 4	Y 5	Y6
Recognition & Production Sound to Print (Listening to Speaking)	<ul style="list-style-type: none"> Learn the Sound-Symbol Correspondents and phonics key words and remember them. Listen to and join in with simple songs and rhymes. 	<ul style="list-style-type: none"> Link Sound-Symbol Correspondents to new words heard. Listen to and join in with simple songs and rhymes. 	<ul style="list-style-type: none"> Learn several vowel combinations and stress patterns. Identify these when listening. Listen to and join in with songs and short poems. 	<ul style="list-style-type: none"> Listening to and join in with songs and short poems.
Recognition & Production Sound to Print (Listening to Writing)	<ul style="list-style-type: none"> Match the Spanish Sound-Symbol Correspondents heard to print and transcribe accurately the Sound-Symbol Correspondents they know best. 	<ul style="list-style-type: none"> Listen and transcribe Sound-Symbol Correspondents within single words with some success. Use sound-spelling links to follow when listening and reading. 	<ul style="list-style-type: none"> Connect sound and spelling by transcribing a range of new words and parts of words. 	<ul style="list-style-type: none"> Listen and write short phrases including unfamiliar words more accurately, when focusing on transcription.
Recognition & Production Print to Sound (Reading to Speaking)	<ul style="list-style-type: none"> Readily read aloud the Sound-Symbol Correspondents and phonics key words. Carefully, from print, sound out some unfamiliar words and parts of words with some success, focusing on a few Sound-Symbol Correspondents at any one time. 	<ul style="list-style-type: none"> Read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. Pronunciation is usually comprehensible. 	<ul style="list-style-type: none"> Read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, decode unfamiliar words using Sound-Symbol Correspondents knowledge. 	<ul style="list-style-type: none"> Read familiar words and short sentences aloud with clear and comprehensible pronunciation. Read aloud single unknown words with increasing fluency.



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Vocabulary	Y 3	Y 4	Y 5	Y6
Understanding (Aural / Listening & Reading Print)	<ul style="list-style-type: none"> • Understand around 100 words when listening and reading them as single items and in short sentences which describe people, places, things and actions. 	<ul style="list-style-type: none"> • Understand around 200 words when listening and reading them as single items and in short sentences which describe people, places, things and actions. • Look words up in an alphabetical word list. 	<ul style="list-style-type: none"> • Understand around 300 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions. • Begin to use words known in a sentence to work out likely meanings of single unknown words. • Use a dictionary. 	<ul style="list-style-type: none"> • Understand around 400 words when listening and reading them as single items and in short and compound sentences which describe people, places, things and actions. • Use the words known in a sentence to work out likely meanings of single unknown words. • Use a dictionary.
Production (Oral /Spoken & Written)	<ul style="list-style-type: none"> • Use around 100 words to engage in short exchanges; <ul style="list-style-type: none"> ○ ask and answer questions; ○ express opinions and respond to those of others; ○ seek clarification and help. • Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures. 	<ul style="list-style-type: none"> • Use around 200 words to engage in short exchanges; <ul style="list-style-type: none"> ○ ask and answer questions; ○ express opinions and respond to those of others; ○ seek clarification and help. • Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures 	<ul style="list-style-type: none"> • Use around 300 words to engage in short exchanges; <ul style="list-style-type: none"> ○ ask and answer questions; ○ express opinions and respond to those of others; ○ seek clarification and help. • Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures 	<ul style="list-style-type: none"> • Use around 400 words to engage in short exchanges; <ul style="list-style-type: none"> ○ ask and answer questions; ○ express opinions and respond to those of others; ○ seek clarification and help. • Speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures



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Grammar	Years 3 & 4 (The grammar features in Lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge.)	Years 5 & 6 (The grammar features in Upper KS2 build on the Y3/4 programme. New items are introduced in Y5 and revisited in new contexts in Y6 to deepen knowledge.)
Understanding (Aural / Listening & Reading Print)	Distinguish and understand (in listening and writing) <ul style="list-style-type: none"> ○ singular and plural articles (indefinite and definite), ○ singular verbs ESTAR, SER, TENER, HAY, ○ regular -AR and -ER , ○ singular adjective agreement and position (-o, -a, -e, -z), ○ regular plural noun marking (-s, -es), ○ intonation questions, ○ WH-questions with dónde, cómo, qué, cuántos, cuántas 	Distinguish and understand (in listening and writing) <ul style="list-style-type: none"> ○ singular and plural articles (indefinite and definite), ○ singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, ○ regular-AR and -ER verbs, ○ singular IR, ○ 2-verb structures with singular QUERER, DEBER, PODER + infinitive, ○ singular and plural adjectives (-o, -a, -e, -z, -l, -s), ○ intonation questions, ○ WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas
Production (Oral/Spoken & Written)	Describe people, places, things and actions (in speaking and writing) using: <ul style="list-style-type: none"> ○ singular and plural articles (indefinite and definite), ○ singular verbs ESTAR, SER, TENER, HAY, ○ regular -AR and -ER verbs, ○ singular adjective agreement and position (-o, -a, -e, -z), ○ regular plural noun marking (-s, -es), ○ intonation questions, ○ WH-questions with dónde, cómo, qué, cuántos, cuántas 	Describe people, places, things and actions (in speaking and writing) using: <ul style="list-style-type: none"> ○ singular and plural articles (indefinite and definite), ○ singular and plural forms of ESTAR, SER, TENER, HAY, HACER, JUGAR, ○ regular-AR and -ER verbs, ○ singular IR verbs, ○ 2-verb structures with singular QUERER, DEBER, PODER + infinitive, singular and plural adjectives (-o, -a, -e, -z, -l, -s), ○ intonation questions, ○ WH-questions with quién, qué, cuándo, cuál, cuántos / cuántas



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Long Term Plan for National Curriculum Coverage

	Y3/4	Language Structures	Y5/6	Language Structures
Aut1	Describing me and others	Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]	Describing me and others	Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.
Aut2		Vocabulary: adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story		Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description
	Saying what I and others have	Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué	Saying what I and others have	Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no
Spr1		Phonics: the SSC (sound-symbol correspondences) taught this term are: [i] [ll] [ga] [go] [gu] [que] [qui]		Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced
	Saying how many and describing things	Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,	Saying what I and others do	Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography
Spr2		Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles		Saying where you are going & what there is there



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Sum 1	Describing things and people	Phonics: the SSC (sound-symbol correspondences) taught this term are: [j] [ge] [gi] [ñ] [n] [r] [rr] [v] [b] [h]	Saying what activities I & others do	Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.
		Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months		Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for
Sum 2	Expressing likes and saying what I and others do	Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question	Saying what I and others like/dislike, want and have to do	Grammar: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- question