Poulton Lancelyn

Spanish

Long Term Plan

2022/23

Spanish Rationale

At Poulton Lancelyn, we believe that the learning of a language provides a valuable educational, social and cultural experience for all of our pupils. It is our aim to provide all of our children with a high quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures.

Our MFL curriculum contributes to our British Values, developing mutual respect and tolerance for others, enabling all children to feel confident when engaging in challenging vocabulary and conversations in another language. Through language learning, we aim to help our children to develop communication skills, including skills in speaking, listening, reading and writing through exposure to authentic sources. The children's knowledge of how language works will be developed and extended within our lively, engaging and interactive lessons encompassing a variety of speaking, listening, reading and writing activities.

Learning a foreign language is a liberation from insularity and provides an opening to cultures, giving children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. When teaching MFL, children's cultural capital is enhanced by teaching a widely spoken language, enabling children to have a knowledge and understanding of the richness and diversity between cultures by exposing the children to different cultures and beliefs and celebrating different events.

We aim to foster children's curiosity and deepen their understanding of the world, giving children a lifelong love of languages. In Key Stage Two, the linguistic skills gained in one language, will assist and lay foundations for further language learning at secondary school.

Spanish Intent

Speaking and listening	Reading	Writing	Intercultural understanding

	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Introduction</u> Name How are you? Numbers	<u>In my house</u> Birthday Family Pets	<u>Keeping healthy</u> Food Fruit and vegetables Sport	<u>Our planet</u> Weather Seasons
Spring	<u>Throughout the year</u> Months Days Birthday	<u>Animals</u> Wild animal cognates Adjectives for animals On the farm	<u>I'm hurt</u> Body Head Doctors	<u>Life in the town</u> In the town Directions (prepositions)
Summer	<u>Places</u> Where do you live? Countries Colours	<u>In our school</u> In the classroom Classroom instructions School subjects	<u>Different places</u> Going to the zoo Habitats Planets	<u>Professional and personal life</u> Jobs Hobbies Musical instruments

Spanish Implementation

At Poulton Lancelyn, we have chosen to teach Spanish to all children in KS2. Learning a new language provides a valuable cultural experience for our pupils. Our aim is to ensure children develop an interest in learning other languages and they feel confident to communicate in Spanish using a variety of vocabulary and intonation. It also provides them with opportunities to develop cultural awareness of other countries. As their confidence grows in listening, speaking, reading and writing, a foundation for future language learning is developed.

We use the 'Hola Español' online scheme to support our teaching and learning through the skills of conversation, singing songs and rhymes, games, role play and listening and responding to stories. Children progressively acquire, use and apply vocabulary organised around the focus topic.

Spanish in KS2 is taught three half terms out of six. In the half terms that it is not taught, class teachers practise the skills previously learnt providing opportunities for children to revisit and use the skills within the classroom. Over the year, children will progress in the four skills (reading, writing, speaking and listening) as well as being taught Spanish grammar and about the Spanish culture.

The skills covered through blocks of work will include:

1. Listening attentively to spoken language and showing an understanding by joining in and responding by asking and answering questions.
2. Exploring the patterns and sounds, linking the spelling, sound and meaning of words
3. Speaking words, in simple sentences and engaging in conversations
4. Developing accurate pronunciation and intonation as they converse
5. Reading carefully and showing understanding
6. Writing phrases from memory
7. Broadening vocabulary and developing an ability to understand new words that are introduced
8. Understanding basic grammar

Pupils take part in practical and collaborative tasks during Spanish lessons and evidence of this is recorded in an individual exercise book. Teachers support children to use this resource to revisit previous learning and aid regular retrieval. These books move with the pupils from year 3 to year 6 so that previous learning is accessible by all.

Skills and knowledge ladders are used flexibly to ensure suitable levels of progression and challenge are accessed by all children. Teachers use statements from these documents in planning and formatively assess against them to record knowledge and skills developed during the course of the lesson/s.

Children foster a love for MFL through active participation in lessons and we celebrate their acquisition of achievement within MFL by awarding weekly certificates, which are showcased on our MFL display.

Spanish Progression Map

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	• Say and /or repeat a few words and short simple phrases • Understand a few familiar spoken words, phrases, instructions and questions	• Answer simple questions and give basic information	• Understand a range of familiar spoken phrases and respond. e.g basic phrases about my family, home and school • Ask and answer simple questions	• Take part in a simple conversation and express an opinion • Ask and answer simple questions
Reading	• Recognise and reads out a few familiar words or phrases • Use visual clues to help with reading	• Read a word or phrase and match pictures • Understand some familiar written phrases	• Understand some familiar written phrases • Understand the main points from a short written text	• Use a dictionary to find the meanings of new words • Read a short written text
Writing	• Write or copy simple words /phrases • Select correct word to complete a phrase or sentence	• Understand some familiar written phrases • Write one or two short sentences with support e.g. a model or fill in the words on a simple form e.g. lists, card messages	• Write 2 – 3 sentences linked to a theme. • Identify and spell some key words	• Write a short text on a familiar topic • Spell commonly used words correctly
Intercultural Understanding	• Understand that some people speak a different language to my own (Link to countries that speak Spanish)	• Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own. (Link to Christmas celebrations)	• Understand and respect that there are people and places in the world around me that are different to where I live and play (Link to families and traditions)	• Talk about, discuss and present information about a particular country's culture. • Identify similarities and differences in my culture to that of another (Link Research project)

Grammar Verbs Punctuation Singular/plural Prepositions Negatives Possessive adjectives Conjunctions	**Autumn** How are you: • estar (to be) • using question marks ¿? • using exclamation marks ¡! •conjunction – y (and) •Name: llamarse (to be called)	**Autumn** Birthday: • possessive adjective – mi, tu • es (to be) • tener (to have) • difference between tu (your) and tú (you) Family: •notion of gender • singular/plural Pets: •tener (to have) • gustar (to like) • singular/plural	**Autumn** Fruit and veg: •ir (to go) • gustar (to like) • comprar (to buy) • es (to be) Sport: •jugar (to play) • practicar (to practise) • gustar (to like) • negatives • possessive adjectives – my	**Autumn** Weather: •es (to be) • hacer (to make) • llevar (to wear) • hay (there is/there are) • negatives
	Spring Days: • es (to be) • no capital letters for days of the week • prepositions – antes (before)/después (after) Months: •no capital letters for months of the year • prepositions – antes (before)/después (after)	**Spring** Animals: •gender • adjectival agreement with singular nouns Adjectives for animals: • ser (to be) • adjectival agreement with singular nouns • adjectival agreement with gender • possessive adjectives – my	**Spring** Head and body: •imperative verbs • singular and plural articles – el, los, la, las Doctors: •dolor (to be in pain) • adjectival agreement with singular/plural nouns - me duele (it hurts)/me duelen (they hurt)	**Spring** In the town: •ivir (to live) • hay (there is/there are) • conjunctions - y (and), tambien (also) Directions: •tomar (to take) • ser (to be) • prepositions – hasta (until), cerca (near), lejos (far) • hay (there is/there are)
	Summer Where do you live: • vivir (to live) • es (to be) • using question marks ¿? • dónde (where) Colours: •gustar (to like) • negatives • possessive adjective – mi, tu	**Summer** Classroom: •possessive adjectives – my, your • conjunctions – pero (but)	**Summer** •Dictionary skills	**Summer** Jobs: •estar (to be) • hacer (to do/make) Hobbies: •jugar (to play) • practicar (to practise) • gustar (to like) • negatives • contraction al (a+el)

Languages programmes of study: key stage 2

Purpose of study

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.

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3

Pupils should be taught to:

- 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
- 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.

The starred (*) content above will not be applicable to ancient languages