

NATIONAL CURRICULUM GUIDANCE:

Speaking and Listening

- 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
- describe people, places, things and actions orally

Reading and Writing

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- 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 in writing

Grammar

- 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

	YEAR THREE LINGUISTS CAN:	YEAR FOUR LINGUISTS CAN:	YEAR FIVE LINGUISTS CAN:	YEAR SIX LINGUISTS CAN:
	Respond to simple questions with set responses (with a focus on Speaking).	Respond to and understand full sentences, giving their opinion about various topics.	Talk about other people as well as themselves and give information about them.	Talk about what they would like, give advice, and ask about and give directions.
Reading	Read and understand single words. Read and understand short phrases and questions.	Read and understand single words, short phrases and sentences. Use reading skills from literacy lessons to predict meaning of words within a short paragraph.	Read and understand single words, short phrases, sentences and paragraphs. Use reading skills from literacy lessons to predict meaning of words and sentences within a short paragraph. Recognise and understand previously taught vocabulary and structures within new contexts.	Read and understand single words, short phrases, sentences and paragraphs. Use reading skills from literacy lessons to predict meaning of words and sentences within a short paragraph. Recognise and understand previously taught vocabulary and structures within new contexts. Begin to identify a second tense in the text based on the knowledge of verbs previously acquired.
Writing	Write individual words and phrases. Substitute key vocabulary depending on what they want to write.	Write full sentences in response to set questions. Substitute key vocabulary depending on what they want to write.	Write full sentences in response to set questions showing an understanding of verb and adjectival agreement. Substitute key vocabulary and ensure it is in the correct form for their context.	Write full sentences in response to set questions showing an understanding of verb and adjectival agreement. Substitute key vocabulary, including using a dictionary, and ensure it is in the correct form for their context.

		<p>Begin to use language from the reading text for their own use, which is not explicitly taught throughout the module.</p> <p>Improved grammatical accuracy in line with the grammatical progression (see below).</p> <p>Begin to use English/Spanish dictionaries</p>	<p>Improved ability to manipulate language from the reading texts for their own use, which is not explicitly taught throughout the module.</p> <p>Improved grammatical accuracy in line with the grammatical progression (see below).</p> <p>Become more proficient in using English/Spanish dictionaries in order to create their own sentences using vocabulary outside of that learnt in class.</p>	<p>Improved ability to manipulate language from the reading texts for their own use, which is not explicitly taught throughout the module.</p> <p>Improved grammatical accuracy in line with the grammatical progression of a second tense (see below).</p> <p>Become more proficient in using English/Spanish dictionaries in order to create their own sentences using vocabulary outside of that learnt in class.</p>
Listening	<p>Understand set questions and the set responses that are given.</p>	<p>Understand set questions and the varied responses that people give (from a set range of vocabulary options).</p>	<p>Understand set questions and the varied responses that people give (from a set range of vocabulary options).</p> <p>Begin to understand more spontaneous use of familiar language in unfamiliar structures.</p> <p>Be able to identify slight differences in what they hear, which may have a significant impact on their understanding e.g. verb endings to identify who is doing the verb.</p>	<p>Understand set questions and the varied responses that people give (from a set range of vocabulary options).</p> <p>Continue to understand more spontaneous use of familiar language in unfamiliar structures.</p> <p>Be able to identify slight differences in what they hear, which may have a significant impact on their understanding e.g. verb endings to identify who is doing the verb, and hear which tense is being used.</p>
Speaking	<p>Ask set questions and respond to them with short, set responses that may be modified and manipulated.</p> <p>Generally accurate pronunciation of key vocabulary and phrases taught based on what they have heard.</p>	<p>Ask set questions and respond to them with longer, semi-structured responses that may be modified and manipulated.</p> <p>Increasingly accurate pronunciation of key vocabulary and phrases taught based on what they have heard.</p> <p>Begin to apply pronunciation patterns from previously learnt vocabulary to new vocabulary.</p>	<p>Ask set questions and respond to them with longer, semi-structured responses that may be modified and manipulated.</p> <p>Ever increasingly accurate pronunciation of key vocabulary and phrases taught based on what they have heard.</p> <p>Regularly apply pronunciation patterns from previously learnt vocabulary to new vocabulary.</p>	<p>Ask set questions and respond to them with longer, semi-structured responses that may be modified and manipulated, using two tenses.</p> <p>Ever increasingly accurate pronunciation of key vocabulary and phrases taught based on what they have heard.</p> <p>Regularly apply pronunciation patterns from previously learnt vocabulary to new vocabulary.</p> <p>Speak in sentences, using familiar vocabulary, phrases and language structures based on two tenses.</p> <p>Present ideas and information orally to a range of audiences.</p>

<p>Key questions</p>	<p>¿Cómo te llamas? What is your name?</p> <p>¿Cómo estás? How are you?</p> <p>¿Cuántos años tienes? How old are you?</p> <p>¿Cuándo es tu cumpleaños? When is your birthday?</p> <p>¿Dónde vives? Where do you live?</p> <p>¿Qué es la fecha? What is the date?</p>	<p>¿Qué instrumentos te gusta tocar? What instruments do you like to play?</p> <p>¿Qué deportes te gusta practicar? What sports do you like to play?</p> <p>¿Qué asignaturas te gusta estudiar? What subjects do you like to study?</p> <p>¿Qué te gusta comer para el desayuno? What do you like to eat for breakfast?</p> <p>¿Qué te gusta hacer en tu tiempo libre? What do you like to do in your free time?</p>	<p>¿Quién hay en tu familia? Who is there in your family?</p> <p>¿Tienes una mascota? Do you have any pets?</p> <p>¿Cómo es? ¿Cómo eres? – PHYSICAL What is he/she/it like? What are you like?</p> <p>¿Qué lleva? ¿Qué llevas? What does he/she wear? What do you wear?</p> <p>¿Cómo pareces? ¿Cómo parece tu familia? - FACIAL What is he/she/it like? What are you like?</p>	<p>¿Qué te gustaría tomar en el restaurante? What would you like to have at the restaurant?</p> <p>¿Qué te gustaría recibir como regalo? What would you like to receive as a present?</p> <p>¿Qué te gustaría ser? What would you like to be?</p> <p>¿Qué se debe reciclar? What should you recycle?</p> <p>¿Dónde está...? Where is the...?</p>																																										
<p>Key Grammar</p>	<p>Use of '¿' at the start of a question e.g. ¿Cómo te llamas?</p> <p>Days of the week and months of the year are not capitalised in Spanish e.g. enero (January) / lunes (Monday)</p> <p>Different verb endings for 'I' and 'you' forms of the verb in question and answer e.g. estoy – I am / estas – you are</p> <p>To be able to say phrases using the present tense e.g. tengo – I have / vivo – I live</p>	<p>Use of '¿' at the start of a question e.g. ¿Qué deportes te gusta practicar?</p> <p>Days of the week and months of the year are not capitalised in Spanish enero (January) / lunes (Monday)</p> <p>Different pronouns for 'I' and 'you' forms of reflexive verbs for opinions in questions and answers e.g. me gusta – I like / te gusta – you like</p> <p>Use of verb + infinitive to express four different opinions e.g. Me encanta jugar – I love to play Me gusta jugar – I like to play No me gusta jugar – I don't like to play Detesto jugar – I hate to play.</p> <p>Use of 'no' before a verb for negation e.g. no me gusta – I don't like</p> <p>Understand that in Spanish there are four different words for 'the' depending on gender and plurality e.g. el / la / los / las.</p> <p>Understand the article comes before the noun in Spanish when it would often be omitted in English e.g. me gusta practicar el judo - I like to practise (the) judo</p>	<p>Use of '¿' at the start of a question e.g. ¿Quién hay en tu familia?</p> <p>Days of the week and months of the year are not capitalised in Spanish enero (January) / lunes (Monday)</p> <p>Different verb endings for the first four forms of key verbs:</p> <table border="1" data-bbox="1211 826 1659 1046"> <thead> <tr> <th></th> <th>TENER –to have</th> <th>SER – to be</th> <th>LLEVAR – to wear</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>tengo</td> <td>soy</td> <td>llevo</td> </tr> <tr> <td>You</td> <td>tienes</td> <td>eres</td> <td>llevas</td> </tr> <tr> <td>He/s he/it</td> <td>tiene</td> <td>es</td> <td>lleva</td> </tr> <tr> <td>We</td> <td>tenemos</td> <td>somos</td> <td>llevamos</td> </tr> <tr> <td>They</td> <td>tienen</td> <td>son</td> <td>llevan</td> </tr> </tbody> </table> <p>Use of 'he' and 'they' form of reflexive verb llamarse (to be called) e.g. que se llama / que se llaman</p> <p>Use of 'no' before a verb for negation e.g. no tengo</p> <p>Understand that in Spanish the article varies depending on gender and plurality e.g. el / la / los / las</p> <p>Understand the word for 'my' in Spanish changes depending on plurality e.g. mi / mis</p>		TENER –to have	SER – to be	LLEVAR – to wear	I	tengo	soy	llevo	You	tienes	eres	llevas	He/s he/it	tiene	es	lleva	We	tenemos	somos	llevamos	They	tienen	son	llevan	<p>Use of '¿' at the start of a question e.g. ¿Qué te gustaría tomar en el restaurante?</p> <p>Days of the week and months of the year are not capitalised in Spanish enero (January) / lunes (Monday)</p> <p>Different verb endings for the first four forms of key verbs in the conditional tense:</p> <table border="1" data-bbox="1684 826 2110 1070"> <thead> <tr> <th></th> <th>GUSTAR – to like</th> <th>SER – to be</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>me gustaría</td> <td>sería</td> </tr> <tr> <td>You</td> <td>te gustaría</td> <td>serías</td> </tr> <tr> <td>He/she/it</td> <td>le gustaría</td> <td>sería</td> </tr> <tr> <td>We</td> <td>nos gustaría</td> <td>seríamos</td> </tr> <tr> <td>They</td> <td>les gustaría</td> <td>serían</td> </tr> </tbody> </table> <p>Use of 'he' and 'they' form of reflexive verb gustarse (to like) e.g. que le gustaría / que les gustaría</p> <p>Use of 'no' before a verb for negation e.g. no me gustaría</p> <p>Consolidate understanding that in Spanish the article varies depending on gender and plurality e.g. el / la / los / las</p> <p>Consolidate understanding that the word for 'my' in Spanish changes depending on plurality e.g. mi / mis</p>		GUSTAR – to like	SER – to be	I	me gustaría	sería	You	te gustaría	serías	He/she/it	le gustaría	sería	We	nos gustaría	seríamos	They	les gustaría	serían
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			<p>Understand adjectival agreement – in Spanish the adjective must 'match' with the gender and plurality of the noun that it is describing e.g. mi hermano es simpático – my brother is nice / mi hermana es simpática - my sister is nice / mis hermanos son simpáticos – my brothers are nice / mis hermanas son simpáticas – my sisters are nice.</p>	<p>Consolidate understanding of adjectival agreement – in Spanish the adjective must 'match' with the gender and plurality of the noun that it is describing e.g. mi hermano es simpático – my brother is nice / mi hermana es simpática - my sister is nice / mis hermanos son simpáticos – my brothers are nice / mis hermanas son simpáticas – my sisters are nice.</p>
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