



# Spanish

## Curriculum Overview

Masefield Primary School

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

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.

## Intent for Spanish at Masefield

The Spanish curriculum at Masefield is rooted in the belief that high-quality language education should foster children's curiosity and deepen their understanding of the world. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The formal teaching of Spanish in Key Stage 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3.

At Masefield, Spanish is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Spanish teaching.

The school's long term plan for Spanish sets out the content of teaching within in each year group. This is supported by the school's Spanish progression document which demonstrates learning outcomes within each strand of development within a Spanish unit. Linguastars materials and weekly teaching by a subject specialist for Spanish provide a framework for staff to develop their lessons. This is adapted to match the school's own curriculum intent whilst providing a supportive structure and resource for staff. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the Spanish curriculum provides structured opportunities for pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- be able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- 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.

## Teaching and Learning in Spanish

In addition to the conscious structure and design of the Spanish curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

# Teaching and Learning Delivery Model: Building Knowledge through Challenge

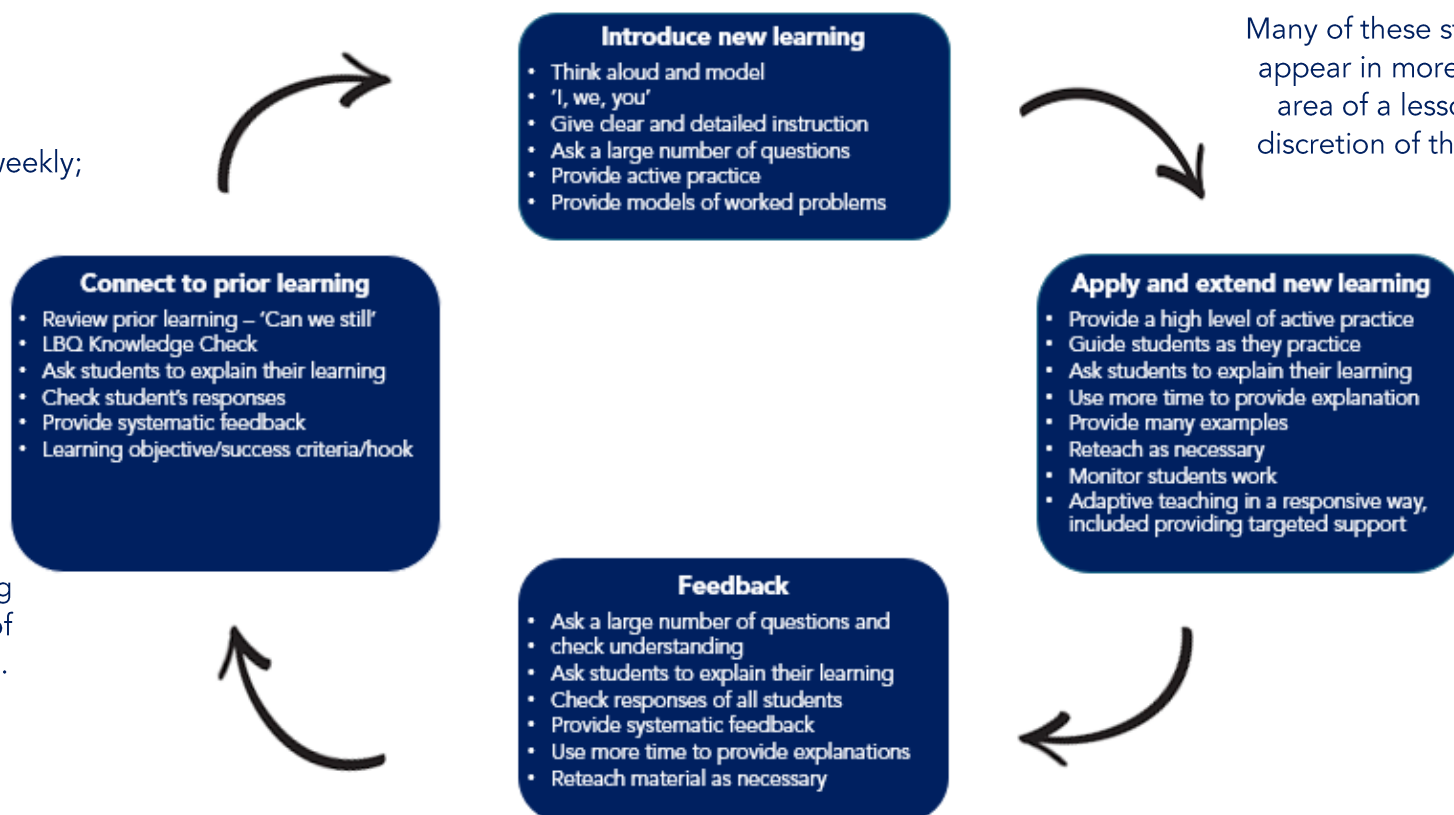


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> <li>✓ Have high expectations for all groups of children</li> <li>✓ Have strong subject knowledge</li> <li>✓ Promote independence</li> <li>✓ Promote confidence</li> <li>✓ Offer praise and encouragement</li> <li>✓ Are enthusiastic and positive about learning</li> <li>✓ Model good learning</li> <li>✓ Offer high quality conversation and talk</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have a distinct knowledge base</li> <li>✓ Are purposeful</li> <li>✓ Are memorable</li> <li>✓ Are active</li> <li>✓ Are engaging</li> <li>✓ Are focussed</li> <li>✓ See children and teachers working as a learning team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase knowledge</li> <li>✓ Develop basic skills</li> <li>✓ Meet children's individual learning needs</li> <li>✓ Broaden and extend experiences</li> <li>✓ Offer an opportunity to try new things</li> <li>✓ Are cross curricular if appropriate</li> <li>✓ Offer first hand experiences through trips or visitors</li> </ul>

## There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

# Adaptive Teaching



"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

## What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum. The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Explicit Instruction

Adaptive practice:  
Pre-teach or TA support during modelling.

Shared Instruction

Check:  
Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:  
Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

## Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be reading they will do as part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

## During the lesson...

CHECK	ENOUGH CORRECT	Practise, consolidate, move on
REFLECT	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
RESPOND		
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	





## SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g. provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g. – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g. provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g. – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g. - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g. use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g. give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



## More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g. – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g. – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g. – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g. - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g. extend more able learners through open-ended questions when providing feedback.



## What is Learning by Questions?

Pupils' use iPads and progress at their own pace and level through high quality Question Sets and receive immediate automatic feedback as they answer. Teachers receive live analysis and results are saved to support assessment and planning. Data is stored automatically to support lesson planning.

## Why do we use it?

Learning by Questions (LbQ) is fully embedded into Masfield's curriculum journey. This evidence based and award winning teaching & learning tool has been fundamental in the significantly above average results at Masfield over the last few years. All teachers and pupils have accounts that allow access to all resources.

## What support do I get?

- Tracked classes set up in the first week of the academic year.
- Every member of staff (teachers and TAs) will receive regular CPD on LbQ, including meeting updates, 1:1 CPD, in class coaching and observations.
- Question Sets are ready made for all subjects, including every foundation subject unit from Year 1 to Year 6.

## Using LbQ in Maths

- 3 tasks completed daily as morning maths - LBQ tasks that start with 'practise'. Basic skills and previous learning only.
- Used as a teaching and learning tool – not assessment.
- Intervention screen should be used regularly to assess pupils understanding and address misconceptions immediately.
- Green button (play) should be used regularly to involve and engage all learners in the lesson.
- Pupils should not get an incorrect answer more than 3 times. The teacher or TA should intervene before this or the pupil must ask for support.
- LbQ to be used as part of the deeper learning within lessons.
- An application of the learning within the lesson must be shown in maths book (usually reasoning and problem solving).

## Using LbQ in Reading

- Used for intervention sessions.
- Used as part of reading in foundation subjects.



## Using LbQ in Science

- Vocabulary question set to be completed before Science Unit.
- Previous topic (if appropriate) to be completed before Science Unit (e.g Year 4 Light question set to be completed before teaching of Year 6 Light topic).
- Investigation question set available to support teaching of fair testing.
- Knowledge Review question set to be used at end of topic – or once teaching sequence completed.

## Using LbQ in Foundation Subjects

- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.



## Overview of Spanish Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three	Los Básicos Level 1		Mi Familia Level 1		Las Mascotas Level 1	
Year Four	Los Básicos Level 2		Mi Familia Level 2		Las Mascotas Level 2	
Year Five	Mi Familia Level 3		La Comida Level 1		El Tiempo Libre Level 1	
Year Six	Mi Familia Level 3		La Comida Level 2		El Tiempo Libre Level 1	



## Linguastars KS2 Primary Language Curriculum



SPANISH

# Year 3 Overview

### Unit 1

#### *Los Básicos*

*Level 1*

- Asking someone their name and how they are feeling.
- Responding to those questions with simple phrases.
- Learning colours
- Learning numbers to 10
- Learning body parts (singular)
- Introduction to phonics
- Joining in with stories and songs.

### Unit 2

#### *Mi Familia*

*Level 1*

- Expressing who you live with
- Using 'my' for possession
- Development of sounds and blends.
- Extending sentences using conjunctions.
- Writing simple words and phrases from memory
- Reading simple sentences in the target language.
- Exploring poetry in the target language.

### Unit 3

#### *Las Mascotas*

*Level 1*

- Introduction to question formation in the target language.
- Expressing what pets you have.
- Expressing quantity using 'and'
- Simple description of pets using colours.
- Using sounds to decode new words.
- Understanding word order when using description.

# Year 3 Overview

## Unit 1

## Unit 2

## Unit 3

### Vocabulary

Hola  
¿Cómo te llamas?/ Me llamo  
¿Cómo estás?/ Estoy...fenomenal / bien / mal  
los colores: azul / verde / naranja / rosa / rojo  
morado / marrón / gris / blanco / negro  
mi color preferido es el...  
Numbers 1-10 (uno, dos, tres, cuatro, cinco,  
seis, siete, ocho, nueve, diez)  
el cuerpo: cabeza / hombros / rodillas / pies /  
ojos / orejas / boca / nariz

Yo vivo con  
mi, mis  
madre, padre, hermano(s), hermana(s),  
abuela, abuelo, padres

¿Tienes una mascota?  
sí, no  
Yo tengo un... // Yo no tengo un...  
perro, gato, conejo, hámster, pájaro, pez

Mi...es  
grande, pequeño

*Recycled Vocabulary:*  
*Introductions, colours, numbers.*

*Recycled Vocabulary:*  
*Revision of colours used to describe pets.*

### Sounds

**Focus Sounds:** 'll' 'z' 'j' 'a' 'ñ'

**Silent letter 'h'**

No recycled sounds due to first topic.

**Focus Sounds:** 'e' 'v' 'i'

*Recycled Sounds:*  
*'h' 'a' 'j'*

**Focus Sounds** 'í', 'rr', 'ñ',

*Recycled Sounds:*

*"y", 'h', 'j', 'z'*

### Grammar

-Introduction to question forms

- Singular and plural possessions
- First person verbs
- Plural nouns
- Extending sentences using a conjunction

- Introduction to negation in a sentence
- Using adjectives to describe pets
- Using colour to describe pets
- Beginning to understand the word order of a sentence.

# Year 4 Overview

### Unit 1

#### *Los Básicos*

*Level 2*

- Learn days of the week and months of the year.
- Saying my age and my birthday.
- Extending conversation with 'and you?'
- Learning numbers to 31.
- Describing hair and eye colour.
- Development of phonics - sounds and blends.
- Enjoying stories and songs.

### Unit 2

#### *Mi Familia*

*Level 2*

- Describing who you live with and their name.
- Exploring using quantities (and) and number.
- Development of 'my' in both singular and plural use.
- Talking about where you live (types of homes)
- Describing what it is like inside your home.

### Unit 3

#### *Las Mascotas*

*Level 2*

- Expressing what pets you have and do not have.
- Using quantity for having more than one pet.
- Describing pets using adjectives (masculine colours)
- Extending description with size of pets (masculine)
- Developing accuracy in word order of different adjectives and plural agreement.
- Exploring differences in animal sounds.

# Year 4 Overview

## Unit 1

## Unit 2

## Unit 3

### Vocabulary

Days of the week: lunes, martes, miércoles, jueves, viernes, sábado, domingo

Months of the Year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

Numbers 1-31 // ¿Cuántos años tienes?  
Tengo....años

Mi cumpleaños es el....de.....

Tengo los ojos // azules, verdes, marrones  
Tengo el pelo// rubio, negro, castaño, rojo

Yo vivo con / Yo no vivo con  
mi, mis - madre, padre, hermano(s),  
hermana(s), abuelo, abuela, padres.

y

Yo vivo en... un, una

casa, piso, apartamento, bungalow

En mi..,hay cocina, salón, baño, dormitorio,  
comedor.

¿Tienes una mascota? Sí / No

Yo tengo un / yo no tengo un

mi / mis es/son

perro(s) / gato(s) / hamster(es) / conejo(s) /  
pájaro(s) / pez (peces) / caballo(s) /  
serpiente(s) / cobayo(s)

grande(s) / pequeño(s)

*Recycled Vocabulary:*  
Revision of colours used to describe pets.  
Using number to say more than one pet

### Sounds

**Focus Sounds:** 'j', 'i', 'll' 'a' 'z' 'ñ' 'y'

**Focus Sounds:** 'ci' 'ca' 'co'

*Recycled Sounds:*  
'll', 'h', 'y' 'i'

**Focus Sounds:** 'a' 'o' 'ce' 'qu'

*Recycled Sounds:*  
'i', 'rr', 'co', 'y' 'h', 'j', 'z' 'ñ', 'de', 'do'

### Grammar

- Question forms
- Describing hair and eye colour
- Developing awareness of word order
- First person verbs

- Introduction to preposition 'in'
- Extending sentences using a conjunction
- Expressing quantity with number
- Masculine and feminine indefinite articles

- Developing understanding of word order with adjectives.
- Making singular nouns plural (with number).
- Using description in its masculine form (singular and plural)

# Year 5 Overview

## Unit 1

### *Mi Familia*

Level 3

- Describing where you live and who with.
- Mastery of 'my' in both singular and plural use.
- Talking about where you live (types of homes, locations and characteristics)
- Describing what pets you have.
- Development of adjectives and agreements (masculine and feminine).
- Development of prepositions.

## Unit 2

### *La Comida*

Level 1

- Introducing masculine and feminine foods (singular)
- Expressing 'likes and dislikes' with foods.
- Beginning to use adjectives to say why.
- Extending sentences using 'and', 'but'
- Using degree adverbs such as 'very' 'quite' and 'a little'
- Exploring food culture in other countries.

## Unit 3

### *El Tiempo Libre*

Level 1

- Expressing what sports you play and what sports you do.
- To express which sports you do not play.
- Expressing which hobbies you do and do not do.
- Expressing routine - what days of the week you play/do sports.
- Understanding that different verbs are used for different sports.
- Using quantifiers to suggest how well you do something.



# Year 5 Overview

### Unit 1

### Unit 2

### Unit 3

#### Vocabulary

Yo vivo en / Yo vivo con  
Tú vives en / Tú vives con  
Es ... un / una ... grande/pequeño  
el, la, los, las  
montañas / pueblo / campo / costa /  
ciudad

*Recycled Vocabulary:*  
*Revision of family members and homes*  
*Revision of Pets*

¿Qué te gusta? Me gusta /no me gusta  
y, pero,  
pollo / chocolate / pan / ensalada / helado  
/ queso / pizza / confitura /sopa  
porque es  
delicioso/a // dulce // horrible

*Recycled Vocabulary:*  
*conjunctions*

juego al / no juego al  
hago / no hago  
  
bailo, canto, leo // muy bien, bien, mal  
fútbol / rugby / tenis / baloncesto /  
equitación / hockey / natación / baile

*Recycled Vocabulary:*  
*Days of the week*

#### Sounds

**Focus: accents and vowel sounds**

*Recycled Sounds:*  
'ñ' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci' 'ce' 'ue' 'i'

**Focus Sounds: 'qu' 'ce'**

*Recycled Sounds:*  
'y' 'h' 'z' 'ñ' 'de' 'do' 'ci'

**Focus Sounds: 'ción'**  
pronunciation of cognates

*Recycled Sounds: 'j' 'uy' 'i' 'ce' 'ci' 'ue'*

#### Grammar

- Development of prepositions.
- Mastery of using a conjunction.
- Masculine and feminine articles.
- First and second person verbs.

- Masculine and feminine nouns
- Beginning to use masculine and feminine adjectives
- Beginning to understand adjectival agreements with plural nouns

- Using the correct verb for 'play' and 'do'
- Using the partitive article with sports and hobbies.
- Using negation in a sentence.

# Year 6 Overview

## Unit 1

### *Mi Familia*

Level 3

- Describing where you live and who with.
- Mastery of 'my' in both singular and plural use.
- Talking about where you live (types of homes, locations and characteristics)
- Describing what pets you have.
- Development of adjectives and agreements (masculine and feminine).
- Development of prepositions.

## Unit 2

### *La Comida*

Level 2

- Introducing masculine and feminine foods in both singular and plural concepts.
- Expressing 'likes and dislikes' with foods in the plural form.
- Developing use of adjectival agreement (singular and plural)
- Introducing different drinks (masculine and feminine).
- Asking someone what food and drink they like.
- Questioning and answering 'why'

## Unit 3

### *El Tiempo Libre*

Level 1

- Expressing what sports you play and what sports you do.
- To express which sports you do not play.
- Expressing which hobbies you do and do not do.
- Expressing routine - what days of the week you play/do sports.
- Understanding that different verbs are used for different sports.
- Using quantifiers to suggest how well you do something.

# Year 6 Overview

## Unit 1

## Unit 2

## Unit 3

### Vocabulary

Yo vivo en / Yo vivo con  
Tú vives en / Tú vives con  
Es ... un / una ... grande/pequeño  
el, la, los, las  
montañas / pueblo / campo / costa /  
ciudad

*Recycled Vocabulary:*

*Revision of family members and homes*

*Revision of Pets*

Me gusta(n) / No me gusta(n) / el, la, los,  
las

zumos / té / leche / agua / patatas fritas  
/ huevos / manzanas / caramelos

Te gusta(n) // sí, no, ¿por qué?

por que es/son / muy / bastante / un poco

delicioso(s) / deliciosa(s) / horrible(s) /  
dulce(s)/

*Recycled Vocabulary: Singular foods and  
adjectives*

juego al / no juego al

hago / no hago

bailo, canto, leo // muy bien, bien, mal

fútbol / rugby / tenis / baloncesto /  
equitación / hockey / natación / baile

*Recycled Vocabulary:*

*Days of the week*

### Sounds

**Focus: accents and vowel sounds**

*Recycled Sounds:*

'ñ' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci' 'ce' 'ue' 'i'

**Focus Sounds: intonation and accent  
emphasis.**

*Recycled Sounds: 'ñ' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci' 'ce'  
'ue' 'i' 'qu' 'uy'*

**Focus Sounds: 'ción'**  
pronunciation of cognates

*Recycled Sounds: 'j' 'uy' 'i' 'ce' 'ci' 'ue'*

### Grammar

- Development of prepositions.
- Mastery of using a conjunction.
- Masculine and feminine articles.
- First and second person verbs.

- Masculine and feminine agreement with singular and plural nouns.
- Mastery of the definite article.
- Extending conversation with a follow up question.

- Using the correct verb for 'play' and 'do'
- Using the partitive article with sports and hobbies.
- Using negation in a sentence.

# Year 3: Planning Sequences



## Los Básicos - Level 1

### PLANNING SEQUENCE



#### MODELLING

##### Lesson 1

*Introducing ourselves for the first time.*

*Introduction to Spanish Phonics and pronouncing words.*

#### AWARENESS RAISING

*Focussing on core sounds to pronounce new words accurately. (Lessons 1 & 2)*

*Introduction to question formation and answers (Lesson 2)*

#### RECEPTIVE PROCESSING – LISTENING & READING

##### Lesson 3

*Counting to 10 in Spanish.*

*Gap fills and games to consolidate.*

##### Lesson 4

*Picking out key details in spoken text (sentence breakdown)*

*Listening tick or cross.*

##### Lesson 5

*Learning colours through song*

*Repetition through games.*

##### Lesson 6

*Syllable select. Using sounds and blends to write colours in Spanish.*

*Reading Detectives.*

#### RECEPTIVE PROCESSING

##### Lesson 7

*Vocabulary Recall. (Mind Reader)*

*Sentence Builder Translation*

##### Lesson 8

*Developing listening and reading skills.*

*Faulty Echo Faulty Translation*

#### STRUCTURED PRODUCTION

##### Lesson 9

*Recalling learned words and phrases from this topic orally.*

*(No snakes, No Ladders)*

#### MODELLING AWARENESS RAISING

##### Lesson 10

*Introduction to parts of the body in Spanish.*

*Joining in with familiar songs and games.*

#### RECEPTIVE PROCESSING – LISTENING & READING

##### Lesson 11

*Syllable select – Using phonics sounds to identify parts of the body in Spanish.*

*Labelling Spanish vocabulary.*

##### Lesson 12

*Joining in with stories with familiar words. Combining vocabulary learned in this topic.*



## Los Básicos - Level 1

### CORE ELEMENTS



#### FOCUS VOCABULARY

**¿Cómo te llamas? // me llamo**

**¿Cómo estás?  
fenomenal / bien / mal**

**Numbers 1-10 // Colours**

**Parts of the Body**

#### RECYCLED VOCABULARY

*No revision  
of  
vocabulary  
due to first  
topic.*

#### FOCUS SOUNDS

- |             |                                      |
|-------------|--------------------------------------|
| <b>'ll'</b> | <i>Sounds like 'y'</i>               |
| <b>'z'</b>  | <i>Sounds like 'th'</i>              |
| <b>'ñ'</b>  | <i>Sounds like 'ny'</i>              |
| <b>'i'</b>  | <i>Sounds like 'ee'</i>              |
| <b>'j'</b>  | <i>Sounds like 'h' (harsh sound)</i> |

#### RECYCLED SOUNDS

*No revision  
of sounds  
due to first  
topic.*

#### FOCUS GRAMMAR

**Awareness – Question Starters**

**Awareness – Cognates** (words that  
sound similar in Spanish to English)

#### RECYCLED GRAMMAR

*No revision  
of grammar  
due to first  
topic.*



## Las Mascotas - Level 1

### PLANNING SEQUENCE



#### MODELLING

##### Lesson 1

*Introducing the names for some pets in Spanish.*

*Being able to say what pets we have with the use of a Sentence Builder.*

#### AWARENESS RAISING

*Focussing on core sounds to pronounce new words accurately. (Lessons 1 & 2)*

*Understanding how to say I have and I do not have. (Lesson 2)*

#### RECEPTIVE PROCESSING – LISTENING & READING

##### Lesson 3

*Understanding adjectives and word order. (Sentence Builders)*

*Finding key details in written text (find and write)*

##### Lesson 4

*Picking out key details in spoken text (dictation)*

*Re-ordering sentences. (Building Blocks)*

##### Lesson 5

*Understanding longer spoken phrases (sentence breakdown)*

*Identifying errors and correcting them.*

##### Lesson 6

*Parsing longer texts to understand their structure.*

*Using this to show understanding of variable texts.*

#### STRUCTURED PRODUCTION – SPEAKING & WRITING

##### Lesson 7

*Vocabulary Recall.*

*Asking and answering questions using structured cue cards (Say it, Swap it)*

##### Lesson 8

*Using a writing ladder to build on sentence structure, spelling and understanding of words.*

##### Lesson 9

*Expressing information with minimal support, demonstrating knowledge of concepts learned.*

#### AUTONOMY TESTING

##### Lesson 10

*Testing core components of vocabulary, phonics and grammar.*

#### EXPANSION AND CULTURE

##### Lessons 11 & 12

*Expansion of animals topic with farm animals, their names and the differences in the sounds they make.*

##### Lessons 11 & 12

*Expansion of animals topic with zoo animals, including stories with familiar language.*



## Las Mascotas - Level 1

### CORE ELEMENTS



#### FOCUS VOCABULARY

**¿Tienes una mascota?**  
**// sí, no**

**Yo tengo / Yo no tengo**  
**un / y**

**perro / gato / hámster / pájaro /**  
**pez / conejo**

**mi/ es/ grande / pequeño**

#### RECYCLED VOCABULARY

*Revision of*  
*colours used to*  
*describe pets.*

*Revision of*  
*family members*  
*to describe who*  
*we live with and*  
*with what pet.*

#### FOCUS SOUNDS

**'rr'**      *rolling the r's*  
**'í'**        *Sounds like 'ee'*  
**co**        *Sounds like 'co'*  
**'qu'**      *Sounds like 'k'*

#### RECYCLED SOUNDS

**'j'** *Sounds like*  
*'h'*  
**'z'** *Sounds like*  
*'th'*

#### FOCUS GRAMMAR

**Awareness** - Using adjectives to  
describe pets.

**Awareness** – Word order in a  
sentence.

#### RECYCLED GRAMMAR

**Development**  
– Using  
possessive  
adjective 'mi'

# Year 4: Planning Sequences



## Los Básicos - Level 2

### PLANNING SEQUENCE



#### MODELLING

##### Lesson 1

*Using sounds knowledge in conversation.*

*Expanding vocabulary to offer further questions and answers.*

#### AWARENESS RAISING

*Focussing on core sounds to pronounce new words accurately. (Lessons 1 & 2)*  
*Understanding the structure of how numbers change sound and spelling (Lesson 2)*

#### MODELLING / AWARENESS RAISING

##### Lesson 3

*Counting to 31 in Spanish.*

*Gap fills and games to consolidate.*

##### Lesson 4

*Understanding word order when writing the date and birthday, including the first of a month.*

#### RECEPTIVE PROCESSING

##### Lesson 5

*Understanding a range of sentences in Spanish.*

*Faulty Echo, Finish the Phrase.*

##### Lesson 6

*Learning to write the date including days of the week.*

*Songs to consolidate.*

#### MODELLING / AWARENESS RAISING

##### Lesson 7

*Revision of Body Parts.*

*Understanding the use of the definite article.*

##### Lesson 8

*Understanding word order when describing hair and eye colour.*

#### RECEPTIVE PROCESSING

##### Lesson 9

*Listening and Reading activities linked to descriptive sentences.*

##### Lesson 10

*Faulty Echo, Reading Detectives.*

*Development of listening and reading skills.*

#### STRUCTURED PRODUCTION – SPEAKING AND WRITING

##### Lesson 11

*Vocabulary Recall from this unit.*

*Speaking activities (Sentence Stealer)*

##### Lesson 12

*Writing Ladder covering all vocabulary from this unit of work.*  
*Jumbled Sentences, Gap Fill, Substitution.*

## Los Básicos - Level 2

### CORE ELEMENTS



#### FOCUS VOCABULARY

¿Cómo estas? / fenomenal / bien / mal  
cansado / cansada

¿y tú? / gracias

Numbers 1-31 // Months

Days of the Week / Parts of the Body  
el pelo / rubio / negro / castano / rojo

los ojos // azules / verdes / marrones

tengo / no tengo

#### RECYCLED VOCABULARY

*Revision of  
colours,  
numbers to  
10 and  
simple  
greetings in  
Spanish.*

#### FOCUS SOUNDS

‘ll’      *Sounds like ‘y’*  
‘a’      *Sounds like ‘a’ (short)*  
‘y’      *Sounds like ‘ee’*  
‘ñ’      *Sounds like ‘ny’*

#### RECYCLED SOUNDS

‘j’  
‘i’  
‘rr’  
‘z’  
‘ci’

#### FOCUS GRAMMAR

**Awareness** – some plural agreement.

**Awareness** – definite articles ‘el’ ‘la’ ‘los’ ‘las’  
when introducing a noun.

**Awareness** – Understanding that days of the week  
and months of the year do not use a capital letter.

#### RECYCLED GRAMMAR

*Cognates*

*Question  
Formation*

# Year 5: Planning Sequences



## Mi Familia - Level 3

### PLANNING SEQUENCE



#### MODELLING

##### Lesson 1

*Revision of core knowledge  
from levels 1 and 2*

*Introducing locations*

#### AWARENESS RAISING

*Focus on prepositions in  
relation to location (Lessons 1  
& 2)*

*Using the first and second  
person with verbs.  
(Lesson 2)*

#### RECEPTIVE PROCESSING

##### Lesson 3

*Understanding a  
variety of details in a  
sentence.*

*(Minimal Pairs,  
Sentence Breakdown)*

##### Lesson 4

*Reading Ladder.*

*A range of activities  
designed to develop  
deeper reading skills*

#### STRUCTURED PRODUCTION

##### Lesson 5

*Beginning to express  
longer, accurate  
sentences.*

*(Mind reader, Trap  
door)*

##### Lesson 6

*Becoming able to  
express ideas,  
feelings and actions  
orally from memory.*

#### STRUCTURED PRODUCTION

##### Lesson 7

*Writing Ladder*

*A range of activities  
designed to develop  
writing skills.*

##### Lesson 8

*Removing the  
speaking scaffold.  
Students to  
demonstrate  
proficiency in  
translation.*

#### AUTONOMY

##### Lesson 9

*Testing of the core  
components of this  
topic.*

#### EXPANSION

##### Lesson 10

*Expanding on current  
knowledge using a bi-  
lingual dictionary.*

#### ROUTINISATION & SPONTANEITY

##### Lesson 11

*Planning and preparation for  
communicative speaking tasks.*

*Asking and answering questions.*

##### Lesson 12

*Communicative tasks (question market)*

*Students to ask and answer questions  
using topic knowledge.*

## Mi Familia - Level 3

### CORE ELEMENTS



#### FOCUS VOCABULARY

Yo vivo en / Yo vivo con  
Tú vives en / Tú vives con  
Es ... un / una ... grande/pequeño  
el, la, los, las  
montañas / pueblo / campo /  
costa / ciudad

#### RECYCLED VOCABULARY

Revision of  
family  
members and  
homes  
Revision of  
Pets

#### FOCUS SOUNDS

**Focus on accents and vowel  
sounds.**

#### RECYCLED SOUNDS

'ñ' 'rr' 'll' 'o'  
'z' 'j' 'h' 'ci'  
'ce' 'ue' 'i'

#### FOCUS GRAMMAR

- Development of prepositions.
- Mastery of using a conjunction.
- Masculine and feminine articles.
- First and second person verbs.

#### RECYCLED GRAMMAR

*masculine and  
feminine  
nouns, first and  
second person  
verbs.*



# La Comida - Level 1

## PLANNING SEQUENCE



### MODELLING

#### Lesson 1

*Introducing the masculine and feminine nouns for some foods in Spanish.*

*Expressing likes for one or more foods.*

### AWARENESS RAISING

*Focussing on sounds and syllables to link sight and sound (Lessons 1 & 2)*

*Using the negative to say what I do and do not like (Lesson 3)*

### RECEPTIVE PROCESSING – LISTENING & READING

#### Lesson 3

*Using conjunctions to express likes and dislikes (Sentence Builders)*

*Spotting function words in a sentence (missing detail)*

#### Lesson 4

*Picking out key details in spoken text through gist and then accuracy (Listening Tick or Cross followed by Sentence Breakdown)*

#### Lesson 5

*Justifying opinions with adjectival agreement. (Sentence Builders)*

*Using narrow reading to spot key details.*

#### Lesson 6

*Parsing longer texts to understand their structure.*

*Using this to show understanding of variable texts.*

### STRUCTURED PRODUCTION – SPEAKING

#### Lesson 7

*Vocabulary Recall.*

*Asking and answering questions using Sentence Builders as structure.*

#### Lesson 8

*Generating ideas from memory and using this to form a conversation around likes and dislikes of food.*

#### Lesson 9

*Testing core components of vocabulary, phonics and grammar.*

#### Lesson 10

*Planning and Writing from memory using core concepts learned in this topic.*

### ROUTINISATION AND SPONTANEITY

#### Lessons 11

*Sentence Stretching. Communication drills aimed at developing complexity in sentences in preparation for speaking tasks.*

#### Lessons 12

*Communication task – Surveys. Children to question and record responses through what they hear.*





## La Comida - Level 1

### CORE ELEMENTS



#### FOCUS VOCABULARY

**¿Qué te gusta comer?**  
**Me gusta / No me gusta**

**el / la**

**pollo / helado / pan / queso /  
confitura / ensalada / sopa**

**y / pero**  
**porque es....**  
**delicioso(a) / dulce / horrible**

#### RECYCLED VOCABULARY

*Revision of  
masculine and  
feminine  
agreements  
when describing  
something.*

#### FOCUS SOUNDS

**qu'**     *Sounds like 'k'*  
**'e'**     *Sounds like 'ai'*  
**'que'**   *Sounds like 'kay'*  
**'ce'**   *Sounds like 'thay'*

#### RECYCLED SOUNDS

**'ll'** *Sounds like  
'y'*  
**'ci'** *Sounds like  
'thee'*

#### FOCUS GRAMMAR

**Development** - Using masculine and feminine adjectives to describe likes and dislikes.

**Development** – Using the correct definite article with a noun.

#### RECYCLED GRAMMAR

**Mastery** –  
Using negation  
in a sentence  
and the  
placement of  
'no'

# Year 6: Planning Sequences



## Mi Familia - Level 3

### PLANNING SEQUENCE



#### MODELLING

##### Lesson 1

*Revision of core knowledge  
from levels 1 and 2*

*Introducing locations*

#### AWARENESS RAISING

*Focus on prepositions in  
relation to location (Lessons 1  
& 2)*

*Using the first and second  
person with verbs.  
(Lesson 2)*

#### RECEPTIVE PROCESSING

##### Lesson 3

*Understanding a  
variety of details in a  
sentence.*

*(Minimal Pairs,  
Sentence Breakdown)*

##### Lesson 4

*Reading Ladder.*

*A range of activities  
designed to develop  
deeper reading skills*

#### STRUCTURED PRODUCTION

##### Lesson 5

*Beginning to express  
longer, accurate  
sentences.*

*(Mind reader, Trap  
door)*

##### Lesson 6

*Becoming able to  
express ideas,  
feelings and actions  
orally from memory.*

#### STRUCTURED PRODUCTION

##### Lesson 7

*Writing Ladder*

*A range of activities  
designed to develop  
writing skills.*

##### Lesson 8

*Removing the  
speaking scaffold.  
Students to  
demonstrate  
proficiency in  
translation.*

#### AUTONOMY

##### Lesson 9

*Testing of the core  
components of this  
topic.*

#### EXPANSION

##### Lesson 10

*Expanding on current  
knowledge using a bi-  
lingual dictionary.*

#### ROUTINISATION & SPONTANEITY

##### Lesson 11

*Planning and preparation for  
communicative speaking tasks.*

*Asking and answering questions.*

##### Lesson 12

*Communicative tasks (question market)*

*Students to ask and answer questions  
using topic knowledge.*

## Mi Familia - Level 3

### CORE ELEMENTS



#### FOCUS VOCABULARY

Yo vivo en / Yo vivo con  
Tú vives en / Tú vives con  
Es ... un / una ... grande/pequeño  
el, la, los, las  
montañas / pueblo / campo /  
costa / ciudad

#### RECYCLED VOCABULARY

Revision of  
family  
members and  
homes  
Revision of  
Pets

#### FOCUS SOUNDS

**Focus on accents and vowel  
sounds.**

#### RECYCLED SOUNDS

'ñ' 'rr' 'll' 'o'  
'z' 'j' 'h' 'ci'  
'ce' 'ue' 'i'

#### FOCUS GRAMMAR

- Development of prepositions.
- Mastery of using a conjunction.
- Masculine and feminine articles.
- First and second person verbs.

#### RECYCLED GRAMMAR

*masculine and  
feminine  
nouns, first and  
second person  
verbs.*

