

The Berrywood Way
Languages – Spanish

A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. Teaching should enable pupils to express their ideas in another language and to communicate for practical purposes.

EYFS
N/A

Key Stage 1	Key Stage 2
N/A	Teaching of Spanish should focus on enabling pupils to make substantial progress. 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 Spanish will be on practical communication. Pupils should be taught to: 1. listen attentively to spoken language and show understanding by joining in and responding 2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3. engage in conversations; ask and answer questions; express opinions and respond to those of others. 4. speak in sentences, using familiar vocabulary, phrases and basic language structures 5. develop accurate pronunciation and intonation so that others understand when they are reading aloud 6. present ideas and information orally to a range of audiences* 7. read carefully and show understanding of words, phrases and simple writing 8. appreciate stories, songs, poems and rhymes in the language 9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11. describe people, places, things and actions orally* and in writing Languages – key stage 2 12. 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.

Vocabulary linked to topics below

Y3 Topics covered: (RS)	Y4 Topics covered: (RS)	Year 5 Topic covered: (RS)	Year 6 Topics covered: (Hola Espanol)
- Numbers (1-30) - Months of the year -Presenting myself (name, age and birthday) - Family members -Presenting others (name, age and birthday) - Pets & Zoo animals (link to Marwell trip) - Christmas traditions and songs; writing Christmas cards - Opinions (I like;I dislike; I love etc.) - Hobbies (and extending opinions using ‘porque es + adjective’) - Weather - Food in a restaurant & ordering in a restaurant using “me gustaría” - Places in a town - Clothing - Rooms in a house	-Revision of family members, introducing self & others - adjectives to describing personality (gender endings for adjectives) -Revision of hobbies - Christmas traditions and songs; writing Christmas cards -Breakfast, lunch & dinner -Food opinions and at the restaurant -Recognising and identifying masculine&feminine nouns -Easter traditions - Describing town using adjectives (adjectival agreement with gender of nouns) -Present tense of regular verbs -Revision of house vocab and adjectives	- Countries and Irregular verb -ir / -to go - Transport - Holiday activities and practise present tense - Christmas traditions and songs; writing Christmas cards - Days of the Week - School subjects - Telling the time - Present tense practice – school activities - Mealtimes and revision of food - Easter traditions - At the shop (buying clothes) - At the restaurant (buying food) - Getting around (asking for directions) - Body parts and at the doctor’s - Spanish speaking cities / describing a town - Festivals - Future & Conditional tense	- Weather - Jobs - Appearance - Christmas - Sports - 3D shapes - In the Town - Maps - Planets - Transport
		Additional Y5/6 extra-curricular offer: -Greetings&Numbers -Numbers (1-30) -Birthdays -Family & introducing others (name, age, birthday) - Colours – hair&eye colour descriptions - Christmas -hobbies (myself and others) -weather -opinion phrases -extending opinions using ‘porque’	

Speaking & Listening					
Year R	KS1	Year 3	Year 4	Year 5	Year 6
		1a - repeat modelled words; 1b - listen and show understanding of single words through physical response; 1c - repeat modelled short phrases; 1d - listen and show understanding of short phrases through physical response 3a - recognise a familiar question and respond with a simple rehearsed response; 3b - ask and answer a simple and familiar question with a response; 3c - express simple opinions such as likes, dislikes and preferences; 3d - ask and answer at least two simple and familiar questions with a response 4a - a name objects and actions and may link words with a simple connective; 4b - use familiar vocabulary to say a short sentence using a language scaffold; 4c - speak about everyday activities and interests; 5a - a identify individual sounds in words and pronounce accurately when modelled; 5b - start to recognise the sound of some letter strings in familiar words and pronounce when modelled; 5c - adapt intonation to ask questions or give instructions; 5d - show awareness of accents; begin to pronounce words accordingly. 6a - name nouns and present a simple rehearsed statement to a partner; 6b - present simple rehearsed statements about themselves, objects and people to a partner; 6c - present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 11a -say simple familiar words to describe people, places, things and actions using a model; 11b - say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 11c - say one or two short sentences that may contain an adjective to describe people, places, things and actions.	1a - repeat modelled words; 1b - listen and show understanding of single words through physical response; 1c - repeat modelled short phrases; 1d - listen and show understanding of short phrases through physical response 3a - recognise a familiar question and respond with a simple rehearsed response; 3b - ask and answer a simple and familiar question with a response; 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Hola Espanol (JMB Education) username Berrywood Password Berryw00d!!

Reading & Writing					
Year R	KS1	Year 3	Year 4	Year 5	Year 6
		7a - read and show understanding of familiar single words; 7b- read and show understanding of simple phrases and sentences containing familiar words. 9a - a use strategies for memorisation of vocabulary; 9b - make links with English or known language to work out the meaning of new words; 9c - use context to predict the meaning of new words; 5a - identify individual sounds in words and pronounce accurately when modelled; 5b - start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; 5c - adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; 5d- show awareness of accents; begin to pronounce words accordingly 10a - write single familiar words from memory with understandable accuracy; 10b - write familiar short phrases from memory with understandable accuracy; 10c - replace familiar vocabulary in short phrases written from memory to create new short phrases 11a - copy simple familiar words to describe people, places, things and actions using a model; 11b - write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 11c - write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	7a - read and show understanding of familiar single words; 7b- read and show understanding of simple phrases and sentences containing familiar words. 9a - a use strategies for memorisation of vocabulary; 9b - make links with English or known language to work out the meaning of new words; 9c - use context to predict the meaning of new words; 5a - identify individual sounds in words and pronounce accurately when modelled; 5b - start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; 5c - adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; 5d- show awareness of accents; begin to pronounce words accordingly 10a - write single familiar words from memory with understandable accuracy; 10b - write familiar short phrases from memory with understandable accuracy; 10c - replace familiar vocabulary in short phrases written from memory to create new short phrases 11a - copy simple familiar words to describe people, places, things and actions using a model; 11b - write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 11c - write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	7a - read and show understanding of familiar single words; 7b- read and show understanding of simple phrases and sentences containing familiar words. 9a - a use strategies for memorisation of vocabulary; 9b - make links with English or known language to work out the meaning of new words; 9c - use context to predict the meaning of new words; 5a - identify individual sounds in words and pronounce accurately when modelled; 5b - start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; 5c - adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; 5d- show awareness of accents; begin to pronounce words accordingly 10a - write single familiar words from memory with understandable accuracy; 10b - write familiar short phrases from memory with understandable accuracy; 10c - replace familiar vocabulary in short phrases written from memory to create new short phrases 11a - copy simple familiar words to describe people, places, things and actions using a model; 11b - write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 11c - write one or two simple sentences that may contain an adjective to describe people, places, things and actions.	

Stories, Songs, Poems and Rhymes					
Year R	KS1	Year 3	Year 4	Year 5	Year 6
		2a - listen and identify specific words in songs and rhymes and demonstrate understanding; 2b - listen and identify specific phrases in songs and rhymes and demonstrate understanding. 8a -join in with actions to accompany familiar songs, stories and rhymes; 8b - join in with words of a song or storytelling.	2a - listen and identify specific words in songs and rhymes and demonstrate understanding; 2b - listen and identify specific phrases in songs and rhymes and demonstrate understanding. 8a -join in with actions to accompany familiar songs, stories and rhymes; 8b - join in with words of a song or storytelling.	2a - listen and identify specific words in songs and rhymes and demonstrate understanding; 2b - listen and identify specific phrases in songs and rhymes and demonstrate understanding. 8a -join in with actions to accompany familiar songs, stories and rhymes; 8b - join in with words of a song or storytelling.	Jobs Feliz Navidad Revision songs - El alfabeto Heads, shoulders, knees and toes Numbers Greetings Days of the week Months Seasons Happy Birthday Macarena

Grammar					
Year R	KS1	Year 3	Year 4	Year 5	Year 6
		By the end of Year 4: 12a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; 12b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; 12c use the correct form of some regular and high frequency verbs in the present tense in first person; compare with English; 12d use a simple negative form; 12e show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use 12f recognise and use the first person possessive determiners (mi, mis); 12h use simple prepositions in their sentences; 12i use the verb ‘ser’ in the present tense in the third person singular and plural; 12j use the present tense of the verb ‘gustar’ in the first person and third person singular with singular and plural nouns. 12k) to use a range of conjunctions to create compound sentences		12a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; 12b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; 12c use the correct form of some regular and high frequency verbs in the present tense in first person; compare with English; 12d use a simple negative form; 12e show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use 12f recognise and use the first person possessive determiners (mi, mis); 12g conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement; 12h use simple prepositions in their sentences; 12i use the verb ‘ser’ in the present tense in the third person singular and plural; 12j use the present tense of the verb ‘gustar’ in the first person and third person singular with singular and plural nouns. 12k) to use a range of conjunctions to create compound sentences 12l) to recognise and use the first, second and third person of high frequency verbs eg jugar, comer, beber, vivir in the present tense 12m) to follow a pattern to conjugate a regular verb in the present tense	Spanish Snap Verbs Bingo