



Progression of skills in Spanish

At Barrington Primary School, the aim of teaching Spanish is to introduce our children to another language in a way that is enjoyable and fun. We aim to enable the children to develop their communication skills using their developing knowledge of Spanish with confidence to understand, speak, read and write. It is important that they develop an awareness of Spain and Spanish culture in Spain as well as other Spanish speaking countries. Their study will foster an interest in learning languages by laying down the foundations for future study.

	Year 3	Year 4	Year 5	Year 6
Autumn term	<p>Phonics – the sounds of the Spanish language, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>We start off with using last year's song on numbers to further expand. Numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, understand songs, stories and video about birthdays and other celebrations.</p>	<p>Yet again, we use last year's knowledge to further expand to simple calculations based on the five times table. This leads into learning how to ask for and give the time. Learners also learn their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p>	<p>Learning to describe the weather. Pupils will need this in the first term of Year 7. They use this knowledge to associate it with clothes (what you wear according to the weather). They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town (also needed in Year 7) and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring term</p>	<p>The theme is animals and colours. The linguistic focus is gender (already seen in the previous term). We then take it a step further by looking at articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing becomes too difficult.</p> <p>The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of the resources used.</p>	<p>This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>Sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb seen last term in a different context (food).</p>	<p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can. Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer term</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers (seen in the Autumn Term), days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.</p>	<p>Pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ...que se llama...' I have a ...called... and apply this also in the context of pets. They also expand their knowledge of Spanish adjectives and learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).</p>	<p>Learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Yet again, pupils use their knowledge from the previous terms (Autumn Term: give an opinion about food, Spring Term: give an opinion about music). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of the resources used.</p>	<p>Material from the Spring Term can be spread into the Summer term. Pupils will also devote some time to their transition work in the form of a Lego man worksheet covering the "All about me" topic.</p>