

Peel Hall Primary School Spanish Knowledge and Skills Progression Map

Intent

At Peel Hall Primary School Spanish is taught from Year 3 through to Year 6 (Key Stage 2). We aim to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We intend to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Children in school generally rarely have any exposure to Spanish outside of school so we need to begin with the basics. The intent in Lower KS2 is that children acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their Speaking and Listening ability. These will be further developed in Upper KS2 alongside Reading and Writing skills, gradually progressing to more complex language concepts and greater learner autonomy. A linear curriculum has been implemented to allow an opportunity for children to build on their previous learning. Opportunities for pupils to interact and communicate with each other in Spanish is an integral part of developing both their spoken and written Spanish.

Implementation

Spanish is taught weekly (Salford MFL Primary Language Scheme), lessons are sequenced so that prior learning is considered and opportunities for revision/consolidation of language and grammatical concepts. Our lessons are broken down into a – Starter (includes, greeting, key questions, phonics, numbers and colours), Main teaching content (NC objectives to be covered, vocabulary, games etc, recording opportunities and Assessment (AFL questions or recorded work). The Deputy Headteacher is a fluent Spanish speaker and will happily support staff in the teaching of Spanish (this can be addressed on an individual basis and appropriate support or CPD given).

Impact

The impact of our MFL (Spanish) curriculum is that our children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Children, speak with increasing confidence, fluency and spontaneity and write for different purposes and audiences, using taught grammar to ensure that children feel positive about learning Spanish.

Level Expected at the End of Key Stage 2

Key Stage 2 National Curriculum Expectations

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.

KS2 Languages National Curriculum Lower Key Stage 2

Children can listen attentively to spoken language and show understanding by joining in and responding. **Children can:**

- a** repeat modelled words; **b** listen and show understanding of single words through physical response; **c** repeat modelled short phrases; **d** listen and show understanding of short phrases through physical response.

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. **Children can: a** recognise a familiar question and respond with a simple rehearsed response; **b** ask and answer a simple and familiar question with a response; **c** express simple opinions such as likes, dislikes and preferences; **d** ask and answer at least two simple and familiar questions with a response.

Children speak in sentences, using familiar vocabulary, phrases and basic language structures. **Children can:**

- a** name objects and actions and may link words with a simple connective;
- b** use familiar vocabulary to say a short sentence using a language scaffold; **c** speak about everyday activities and interests; **d** refer to recent experiences or future plans.

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. **Children can: a** identify individual sounds in words and pronounce accurately when modelled; **b** start to recognise the sound of some letter strings in familiar words and pronounce when modelled;

- c** adapt intonation to ask questions or give instructions; **d** show awareness of accents; begin to pronounce words accordingly.

Children present ideas and information orally to a range of audiences. **Children can:**

- a** name nouns and present a simple rehearsed statement to a partner;
- b** present simple rehearsed statements about themselves, objects and people to a partner; **c** present ideas and information in simple sentences using familiar and rehearsed language.

Children describe people, places, things and actions orally. **Children can:**

- a** say simple familiar words to describe people, places, things and actions using a model;
- b** say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- c** say one or two short sentences that may contain an adjective to describe people, places, things and actions.

KS2 Languages National Curriculum Upper Key Stage 2

Children can listen attentively to spoken language and show understanding by joining in and responding. **Children can: a** listen and show understanding of simple sentences containing familiar words through physical response; **b** listen and understand the main points from short, spoken material in Spanish; **c** listen and understand the main points and some detail from short, spoken material in Spanish.

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. **Children can: a** engage in a short conversation using a range of simple, familiar questions; **b** ask and answer more complex questions with a scaffold of responses; **c** express a wider range of opinions and begin to provide simple justification; **d** converse briefly without prompts.

Children speak in sentences, using familiar vocabulary, phrases and basic language structures. **Children can: a** say a longer sentence using familiar language;

- b** use familiar vocabulary to say several longer sentences using a language scaffold; **c** refer to everyday activities and interests, recent experiences and future plans; **d** vary language and produce extended responses.

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. **Children can:**

- a** pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- b** appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- c** start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- d** adapt intonation, for example to mark questions and exclamations.

Children present ideas and information orally to a range of audiences. **Children can:**

- a** manipulate familiar language to present ideas and information in simple sentences; **b** present a range of ideas and information, using prompts, to a partner or a small group of people; **c** present a range of ideas and information, without prompts, to a partner or a group of people.

Children describe people, places, things and actions orally. **Children can:**

- a** say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- b** manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; **c** use a wider range of descriptive language in their descriptions of people, places, things and actions.

KS2 Languages National Curriculum Lower Key Stage 2	KS2 Languages National Curriculum Upper Key Stage 2
<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. read and show understanding of familiar single words; b. read and show understanding of simple phrases and sentences containing familiar words. 	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can: a use strategies for memorisation of vocabulary;</p> <ul style="list-style-type: none"> b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English. 	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.
<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a) identify individual sounds in words and pronounce accurately when modelled; b) start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c) adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; d) show awareness of accents; begin to pronounce words accordingly. 	<p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can: a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</p>

Children describe people, places, things and actions in writing.

Children can:

- a** copy simple familiar words to describe people, places, things and actions using a model;
- b** write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- c** write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

Children describe people, places, things and actions in writing. **Children**

can:

- a** write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- b** manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; **c** use a wider range of descriptive language in their descriptions of people, places, things and actions.

Stories, Songs, Poems and Rhymes	KS2 Languages National Curriculum Lower Key Stage 2	KS2 Languages National Curriculum Upper Key Stage 2
	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can:</p> <p>a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding.</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can: a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling.</p>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children can: a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can: a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p>