

Our World of Learning in Spanish

Love learning and inspire
each other to thrive in the
world.



**Language
and
Literacy**

**First
Hand
Learning**



**My
World
and Me**



Early Years Foundation Stage

Modern Foreign Language Learning

- Provide a 10 minute activity for each week, which may be repeated several times throughout the week
 - Provide activities which are suitable for use in both indoor and outdoor play
 - Provide activities for groups of children with opportunities for self-initiated learning
- Link activities closely to the Early Years Foundation Stage curriculum so that language learning can support children's development and learning across the following areas: - Personal, social and emotional development - Communication, language and literacy - Problem solving, reasoning and numeracy - Knowledge and understanding of the world - Physical development - Creative development

National Curriculum - KS1

Language delivery is not statutory within the National Curriculum but please see below for early language learning overviews (skills and knowledge) at BGL in KS1

National Curriculum KS2

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.

Intent	Implementation	Impact
<p>Here at BGL, we believe that the teaching of a foreign language is an essential part of a balanced and broad curriculum. Teaching provides a balance of spoken and written language, laying the foundations for further foreign language teaching at Key Stage 3. The schemes of work we use are based on preparation for and delivery of the Key Stage 2 Modern Languages curriculum and a range of resources and activities are used to engage pupils' interest and help them to gain confidence in using the language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>	<p>The focus of PML learning at BGL is Spanish. Pupils in KS1 and the Foundation Stage are involved in introductory activities and where possible, weekly sessions of Spanish following the Little Languages Scheme of Work. Statutory delivery of the Primary Languages curriculum then begins at Year 3 where 40 minute lessons are planned for each week, which then continues through to Year 6. Each lesson will begin with a recap of prior learning, to ensure that children continue to retain knowledge and skills taught. The Jolie Ronde scheme and resources are mainly used, as well as a range of other resources in school and online. Lessons are varied to cater for different learning styles and to focus on the key areas of speaking, listening, reading and writing.</p>	<p>The outcomes of learning a foreign language at BGL will be seen in different ways. We aim for our children to:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language and how to apply these

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills (Consolidate skills from previous year groups plus...)	Appreciate and actively participate in traditional stories and tales Recognise common learnt words through classroom interaction and songs	Appreciate short stories & fairy tales and start to understand some of the familiar words in what is heard Recognise common learnt words through classroom interaction and songs	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what is heard even when some of the language may be unfamiliar by using the decoding skills that have been developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking Skills (Consolidate skills from previous year groups plus...)	Learn to repeat and reproduce language heard with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading Skills (Consolidate skills from previous year groups plus...)	Be able to identify written versions of the words I hear.	Be able to identify the written version of a wider range of the words heard	Read familiar words and short phrases accurately Understand the meaning in English of short words read in the foreign language	Read aloud short pieces of text applying knowledge learnt Understand most of what is read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase knowledge of phonemes and letter strings using knowledge learnt	Be able to tackle unknown language with increased accuracy by applying knowledge learnt including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

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Writing Skills (Consolidate skills from previous year groups plus...)	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have a	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar (Consolidate skills from previous year groups plus...)	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go',

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Knowledge and coverage (Consolidate skills from previous year groups plus...)	Happy Birthday Hello, hi, good morning, goodbye Numbers 1-6 Reacting to food items Receptive language: happy, sad, tired, angry, excited, worried	I am (happy, sad, tired) Red, blue, yellow, green, white, black Receptive language: a blue circle, a red triangle, a yellow rectangle Numbers to 6	Numbers to 10 Yes and no Greetings including 'how are you?' and replying Classroom instructions Ask and give your name How old are you + reply Colours	Colours (wider range) Parts of the body Como se dice en español en inglés? Tiene, también Animals Hay	Hay and buildings on the high street Directions, left/right Adjectives and connectives Where places are? Pause words Bueno, pues, vamos a ver, sí	Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects, following instructions Do you have? Tienes?
		Names of common fruits and 'how much is it?' Revision of basic greetings	The verb 'es' and connective 'y' Names of fruit and other popular food items Days of the week Months of the year	Letter sounds of the alphabet Verb 'ser' Bastante, mu (quantifiers) Adjectives (eg. grande, pequeño, feroz, simpático) Vocabulary for playing a game I like – Me gusta... Members of family Possessive adjective 'Mi' Pets I have – Tengo / No tengo Hobbies Numbers to 30 Modes of transport Much / poco (quantifiers)	Times of day : Por la mañana, por la tarde, por la noche, a las diez, a las cuatro y media Days of the week Christmas vocabulary Simple future tense Voya.. Sports and hobbies Numbers to 30 plus multiples of 10 Revision of numbers 0-50 Comparisons ...más que... ...more... than Revision of immediate future – voy a + verb Food, including revision from Y3 - El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa, las zanahorias, los guisantes, la ensalada Breakfast Cereales con leche, magdalenas, galletas María, chocolate con churros, un zumo de naranja ¿Quieres ? Quisiera... Revision of days of the week/months of the year Hoy es lunes 10 de octubre Weather: Hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol, hace viento, hay niebla, está lloviendo, está nevando Extension Normalmente, en general Saying where you live Vivo en + town en el norte en el sur en el oeste en el este ...de Inglaterra	Clothes Justifying opinions with the verb 'gustar' Describing family members Adjectives Occupations The verb 'ser' and 'estar' Describing rooms in a house and objects The verb 'ir' vamos a... Places to visit 'vamos a visitar...' Recap and revision of vocabulary taught across KS2

