

# Sequencing and Progression

## Subject: Spanish

INTENT	<p>The intent of this document is to highlight the teaching of another language as a way to foster curiosity and understanding of different cultures where such language is spoken. To give children a basic foundation of the language in readiness for KS3. Focusing on enabling pupils to understand and communicate ideas, facts and feelings in speech, writing, emphasis on familiar routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p>
Scheme/planning used and reason for use:	<p>The scheme of work is based on Rachel Hawes and BBC Bitesize. This has been adapted by our Spanish Lead Teacher to suit the needs for our children and ensure it aligns with the NC:</p> <ul style="list-style-type: none"><li>♣ listen attentively to spoken language and show understanding by joining in and responding</li><li>♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li><li>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li><li>♣ present ideas and information orally to a range of audiences*</li><li>♣ read carefully and show understanding of words, phrases and simple writing</li><li>♣ appreciate stories, songs, poems and rhymes in the language</li><li>♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>♣ describe people, places, things and actions orally* and in writing</li><li>♣ 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.</li></ul> <p>The units selected will provide a balance of written and spoken language with opportunities to learn basic Spanish grammar to further enhance the children's understanding and facilitate an easier transition to KS3. Each year group will cover certain topics that will allow progression to the following year.</p>
Adaptions made to scheme, including within classrooms and reasons for this:	<p>Spanish is taught in KS2 from year 3 to year 6. No topics will be repeated but concepts taught will be revisited allowing retrieval of knowledge and factual information. Vocabulary will be taught depending on the topic covered. The same structure will be used for the teaching of Spanish grammar.</p>
Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)	<p>We aim to teach Spanish for one hour every half-term. The lessons will always contain the correct pronunciation of appropriate vocabulary and teaching of grammar points related to the concept taught. This will be taught by our Spanish specialist.</p>
Progression of skills	<p>Phonetical knowledge of the alphabet through correct pronunciation and repetition. Reading accurately Writing accurately Conjugation of verbs mainly 'Ser' and 'Estar' Femenine/masculine forms Answering correctly to questions</p>

	<p>Fluency of the language</p> <p>Basic translation from English to Spanish</p> <p>Basic translation from Spanish to English</p>
<p>How we will be recording progress: (assessment, ARLO's, independent tasks, books)</p>	<p>Assessment will take place during Pupil Progress meetings. This will be 'Assessment by Exception' and focus on next steps for individuals and whole class. Children will have a book to record their progress. This will be throughout KS2.</p>
<p>How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)</p>	<p>Revisiting concepts previously taught and retrieval of facts through questioning will be used to assess learning and progression.</p>
<p>How life skills will be developed, including SMSC and British Values.</p>	<p>We aim that the teaching of a foreign language will not only enrich and contribute to the children's knowledge but to become more tolerant, understanding and accepting of such diversity of cultures.</p>
<p>How we will be ensuring and promoting cultural capital</p>	<p>Cultural knowledge of Spain will be included in some lessons. Videos of important festivals will be shown and discussed.</p> <p>Spanish Theme Day to be arranged for whole school to participate.</p>

2021-2022	Term 1 – Autumn (Otoño)	Term 2 – Spring (Primavera)	Term 3 – Summer (Verano)
Year 3/4	<ul style="list-style-type: none"> <li>El <u>alfabeto</u> (phonics and alphabet)</li> <li>Los <u>números</u> ( numbers to 20)</li> <li>El <u>estuche</u> (pencil case)</li> <li><u>Presentaciones</u> (Introductions) (Articles)</li> <li>Barcelona virtual (virtual visit to this city)</li> </ul>	<ul style="list-style-type: none"> <li>Los <u>animales domésticos</u> y de <u>granja</u> (pets and farm animals)</li> <li>Los <u>animales salvajes</u> (wild animals)</li> <li>Los <u>plurales</u> (singular/plural)</li> </ul>	<ul style="list-style-type: none"> <li>Comida y <u>bebida</u> (food and drink) Pa amb <u>tomàquet</u></li> <li>Como soy (describing me)</li> <li>I have (<u>verbo tener</u>)</li> <li><u>Números hasta el 20</u> (numbers to 20)</li> </ul>
Year 4/5	<ul style="list-style-type: none"> <li><u>Números hasta 50</u> (numbers to 50)</li> <li><u>Es mi cumpleaños</u> (It's my birthday)</li> <li><u>Diseñar una felicitación</u> (design a card)</li> <li><u>Hacer una piñata</u> (to make a piñata)</li> </ul>	<ul style="list-style-type: none"> <li>Los <u>pasatiempos</u> (hobbies)</li> <li><u>Me gusta/No me gusta</u> (I like/I don't like)</li> <li>La <u>familia</u> (My family)</li> </ul>	<ul style="list-style-type: none"> <li>Los <u>amigos</u> (friends)</li> <li><u>En el colegio</u> (at school)</li> <li>Los <u>deportes</u> (Sports)</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li><u>Preguntas</u> (asking for things)</li> <li><u>Números hasta el cien</u> (numbers to 100)</li> <li><u>Qué hora es?</u> (<u>what</u> time is it?)</li> <li>El <u>día a día</u> (school day and weekend)</li> </ul>	<ul style="list-style-type: none"> <li><u>Festivales en España</u> (celebrations and festivals)</li> <li>La <u>Feria de Sevilla</u> (Holy week in Seville)</li> <li><u>En la ciudad</u> (in town/city)</li> </ul>	<ul style="list-style-type: none"> <li>El <u>verano</u> (Summertime)</li> <li>Las <u>vacaciones</u> (The holidays)</li> <li>Comida de <u>verano</u>, de <u>tapeo!</u> (Spanish tapas)</li> </ul>