Spanish at Claycots

Claycots Primary School

www.claycots.co.uk
Town Hall Campus: 01753 531415
Britwell Campus: 01753 521215

Spanish

Miss Gomez is our Spanish Leader at Claycots



The vision for Spanish

Our vision for the Spanish curriculum at Claycots Primary School, is that children are taught to develop an interest in learning another language in a way that is enjoyable and stimulating. We encourage children's confidence to practice Spanish, learn new ways of thinking. We help our children develop their awareness of cultural differences in another country. We strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning. As Slough city is ethnically and culturally diverse, it is important to foster in our pupils a respect and interest in other cultures.

Subject Intent

Intent

It is our intent at Claycots Primary School to provide all our children with a high-quality education in MFL. The intention of our MFL curriculum is to develop an interest in and thirst for learning other languages. We believe that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language. Our curriculum is designed so that the learning of the Spanish language and understanding of Spanish culture is introduced in an enjoyable and stimulating way. We intend for all children to develop a genuine interest and curiosity about languages, finding them exciting and showing a desire to continue their languages learning past KS3.

Subject Implementation

All sessions follow our own, bespoke planning adapted and tailored to produce an effective language curriculum that focuses on the building blocks of language: phonics, vocabulary and grammar. It helps learners make connections between sounds, words and sentences as they produce and understand ever more complex sentences and texts.

Other ways in which children foster a love of Spanish are through active participation in lessons using video clips, sentence building activities, interactive games, dictionary work and writing for a purpose, such as writing to a Spanish pen pal.

At Claycots Primary School children have (40/45 minutes) weekly lessons in Spanish throughout KS2, ensuring progression by building on previous lessons. At the start of each lesson, the teacher revisits prior learning. There are high-quality resources to support the teaching and learning opportunities for children.

- Games- develop vocabulary through repetition, reading, writing speaking and listening skills
- Action songs and rhymes- develop phonetic skills, memory skills and expand vocabulary
- panish day- In summer term we carry out a Spanish day that includes Spanish food, dancing, art and learning about Spanish culture
- Links with Secondary schools- keeping in contact with the secondary schools near both campuses to understand the expectation in MFL for the children in KS3.
- Quality reading and writing materials.

Evidence of lessons taught are captured in children's Spanish books. These books move with pupils from year 3 to year 6 so that previous learning is accessible to all.

Subject overview

Spanish curriculum overview 26-27

Term	Year 3	Year 4	Year 5	Year 6
Autumn	Greeting, numbers (0-20), colors, in my pencil case, phonics	Greeting numbers (20-50), phonics, dates, and birthday	Role play, numbers (50-100), phonics, planets, physical appearance	Role play, big numbers up to 1000, the weather, country flags
Spring	Body parts, days week , months, and family	Food, "The hungry caterpillar" and pets	"Guest who", rooms in the house and furniture, dictionary	Places, sports, in my town, dictionary skills
Summer	Fruits and drinks, places to go, transports	Clothes, Spanish artist (Miro), skill dictionary.	Wild animals , Instrument music and transports	What time is it? timetables 5, short film, read comic, coffee role play

Subject progression map

Spanish progression map 26-27

Skill	End of Y3	End of Y4	End of Y5	End of Y6
Speaking (3-11-6-4)*	Name and say simple familiar sentences that may contain an adjective to describe places and things and present a simple rehearsed statement. Repeat modelled words and recognise negatives forms. E.g., I have two brothers.	Use familiar vocabulary and phonic knowledge to say simple sentences that may contain one or two adjectives. E.g., I wear a pink and small dress. Repeat modelled short phrases using verb, adjectives and simple connectives words. Present simple opinions using like and I don't like	Engage in a short conversation using a range of simple, familiar questions using a framework. Appreciate de impact of accent and contractions on sound and apply when pronouncing words. Manipulate familiar language to present ideas/opinions and information saying simple sentences containing adjectives to describe people, places and things using a framework support. E.g., I don't like the England song because is not funny.	Use a range of descriptive languages in their descriptions. Present ideas, opinions and information with prompts. The flag has some colourful lines. Start to predict the pronunciation of unfamiliar words in sentence and questions, adapt intonation. What is the weather like? Can I drink water, please? Express a variety of opinions and begin to provide justification. E.g., I think that football is boring because it is slow. Answer "what time is it?" It is one o'clock.
	Use familiar vocabulary to say a short sentence and express simple opinions. E.g., I like red and big strawberry.	Ask and answer several simple and familiar questions with a rehearsed response and s. E.g., What is your name? My name is ...../ Where do you live? I live in Slough.	Ask and answer complex familiar questions, perhaps with a framework of responses; maybe asking for clarification, E.g., Can you repeat, please?	Use familiar questions and express opinions ask/answer about like or dislikes using the verb "to think/ to believe" on a variety of topics and ask for clarification.
Listening (1-3) *	Listen and show understanding of single words through physical response. Identify individual sound in words and pronounce accurately when modelled. Recognize familiar questions and respond with simple respond or physical action. *E.g., raise your hand, silence, how are you?*	Listen and show understanding of short phrases through physical response, including common daily instructions. E.g., stand up, sit down, repeat, please. Recognise the sound of some letter strings and adapt intonation to ask questions when using familiar phrases.	Listen and show understanding of complex familiar words and phrases, link spelling words, sound and meaning and more daily instructions. E.g., *Close the door, two minutes more, fast…*	Listen and show understanding the main point and some details from short, spoken material in Spanish. Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge.

Subject progression map

Spanish progression map 26-27

Skill	End of Y3	End of Y4	End of Y5	End of Y6
Reading (7-9-5)*	Using strategies for memorisation of vocabulary, making links with English or known language to work out the meaning of new words. Start to read simple words accurate and pronounce basic Spanish phonemes and to know its related vowels *a,e,I,o,u* graphemes. *ñ, z, h, v, j, ll.*	Read aloud familiar short sentences using knowledge of letter strings. To pronounce and use accurately more complex Spanish phonics. Including: *qu, rr and r.*	Read and show understanding of simple sentences containing familiar and some unfamiliar languages. Appreciate the impact of accents and contractions when pronouncing. Use accurately complex Spanish phonics. Including rules for graphemes with more than 1 phoneme. Including: *y, c, g,gu*	To read and understand the main points and some details from short, written material as, poems, articles. Start to predict the pronunciations of unfamiliar words in sentences using knowledge of letter strings and silent letter rules; also, phonemes, vowels and graphemes knowledge.
	Recognise and read out a few familiar words or phrases. *Eg words from songs or rhymes, classroom objects, numbers to twenty, parts body, fruits...*	Understand some simple written phrases.*eg, dates and birthdays, pets, food, clothes.*	Use a range of strategies to determine the meaning of new words (links with known language, cognates, context) E.g., Bigote/big-toe, Guitarra/ guitar	Understand the main points from a range of texts using a bilingual dictionary to research new nouns or adjectives and use them in sentences.
	Broaden their vocabulary and develop their ability to identify and use strategies for memorising new vocabulary exploring patterns. E.g., Once, doce, trece, catorce.(Numbers 11-14)	Begin to use a bilingual dictionary to find the meaning of individual word in Spanish in English in a list.	To use bilingual dictionaries to identify the word class in English and in Spanish. Also, to know how to use other new IT related ways of translations such as translating programs or "Google Translator" or "word Reference"	Decode a simple unfamiliar text using grammatical knowledge, context with a bilingual paper/ online dictionary to find the meaning of unfamiliar words and phrases in Spanish and English.

Subject progression map

Spanish progression map 26-27

Skill	End of Y3	End of Y4	End of Y5	End of Y6
Writing (7-11-10) *	Copy accurately or label using single words or short phrases. Write phrases (include negatives) from memory, and adapt these to create new sentences, to express ideas clearly. E.g., I don't have two big ears. Experiment with writing some simple phrases using a model.	Write familiar words and phrases from a model and memory with understandable accuracy. I like to eat yummy potatoes. Use the knowledge of phonics accurate writing short phrases and sentences that may contain an adjective to describe places and thing. E.g., I don't have two purple and blue lizards.	Write several sentences on a range of topics from memory using a familiar language or a model. Write several simple sentences containing adjectives to describe people, objects, places, themselves and others physically and emotionally, using more advanced adjectives such as feelings. E.g., Mercury is a very small and slow planet, very near to the sun.	Use a wider range of descriptive knowledge languages to create complex sentences, written pieces that can be understood, *for example expressing opinions/ideas about sports and town building – using quantifier, opinion expressions.* In my city there are a lot of modern supermarkets, I believe that the Tomatina is funny. *and subject and verb agreement.*
	Describe objects in writing, maybe using one or two basic adjectives (*grande, pequeño)* and colours.	Describe objects, themselves and clothes (in first person) using more advanced adjectives. E.g., The painting has a grey and pretty clock. Also express like and dislikes. Describe themselves physically (in first person). E.g., I don't wear two ugly shoes pero I wear a new skirt.	Follow the text of familiar words. Using a model and write simple description of others such clothes they wear, the colour and length of their hair, eye colour. E.g., Manuel has a long beard, but Manuel doesn't have a moustache.	Giving ideas using "I think that" and I believe", using a variety of verbs and simple adverbs in complex sentences manipulating familiar language. E.g., I believe that Barcelona is a very touristic city because it has lots of beaches.

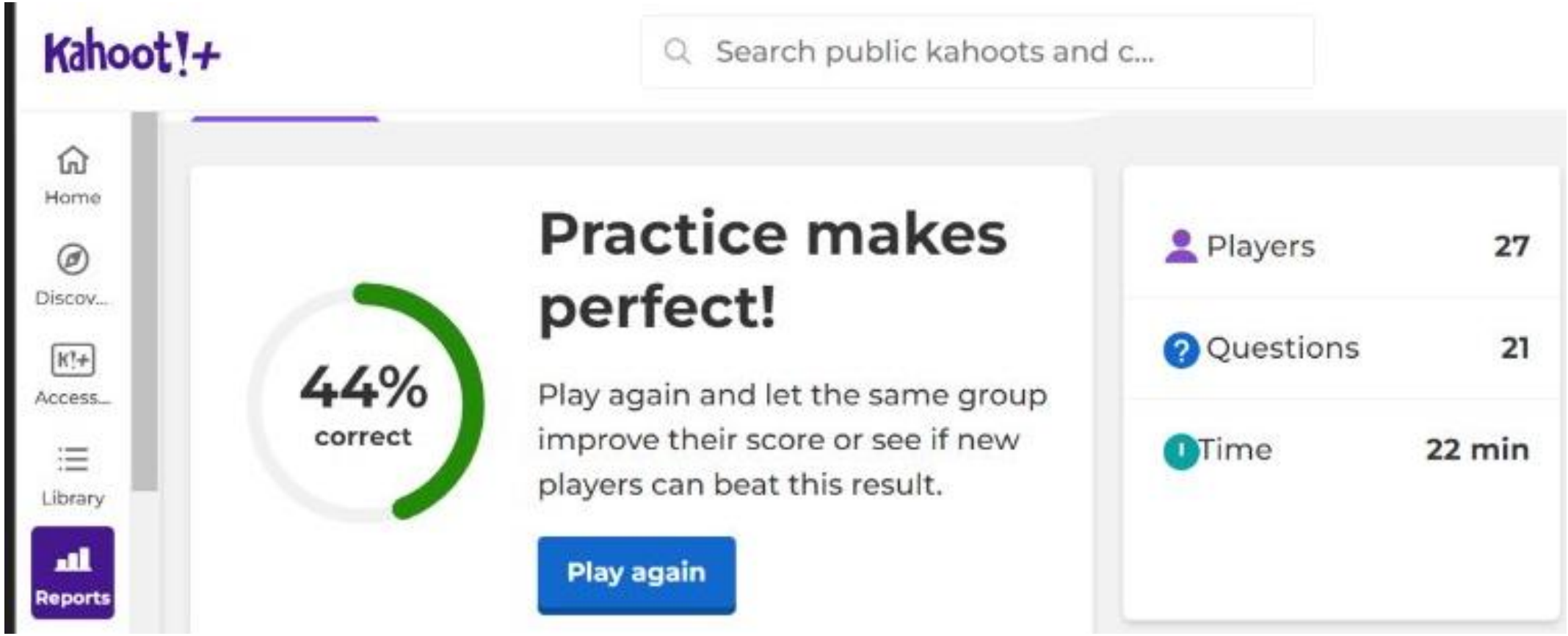
Subject progression map

Spanish progression map 26-27

Skill	End of Y3	End of Y4	End of Y5	End of Y6
Grammar (12) *	Show awareness of word classes- nouns, adjectives, verbs and connectives and be aware of similarities in English. Say how to make the plural form of nouns. Use the correct form of some regular and high frequency verbs in the present tense in first person and compare with English. Use a simple negative form. Show awareness of agreement of adjective (swift off) and start to demonstrate use. Recognise and use the first-person possessive determiners "my". Conjugate a high frequency verb (ir- go) in the present tense. Use simple conjugation (y- and) in their sentences. Use the present of verb like (gustar) in the first-person singular and verb have affirmative and negative. Use the conjunction "and".	To consolidate the agreement of adjectives (swift off and check plural) in Spanish and apply it either speaking or writing. Understand that in Spanish nouns are classed as either masculine or feminine. to know its implications related to definite and indefinite articles. "El" or "la" for "the" and "un" or "una" for "a" or "an". Use first and second person of singular conjugating simple verbs to have, also verbs eat and drink in affirmative and negative form. To use very basic preposition in (en) and the conjunction but (pero).	Consolidate the agreement of adjectives of plural and understand gender agreement as well. know and use basic prepositions, including "in" "on" and "at" and "with" and the verb "there is/are". Use he contraction (a+el) "al". Use plural article "a/an" "some" Use first, and third person of verbs to have. Understand the verb "to be" variants and use them properly in first and third person of singular. Use conjunction "because", intensifier "very" and adverbs "near to/ far from" To introduce more complex adjectives such as feelings.	Recognise that there is a group of ending verbs -ar-er-ir , ', which are conjugated in the same way each. To use gender agreement for adjectives. Use the verb "¿puedo? - can I?" with regular verbs ending in "ar""er""ir" Use the adv. Also (ademas) Use basic quantifiers "a lot /a few" (Muchos/ unos pocos). Introduce opinions "I think that "and "I believe ". feminine article "the", (la/las). To understand there are irregular verbs.
Songs, Stories and Rhymes (2-8) *	Join in with actions to accompany familiar songs and rhymes. Read bilingual books as. E.g., **"La sorpresa de Nandi"** and poems **"Mi carita redondita"**	Join in with the words of a song, rhyme sometimes from memory. Read bilingual books. E.g. **"Oso pardo, Oso pardo, que ves ahi?" "La oruga muy hambrienta" "Vistete Robie" poem** "parejas"	Follow the simple text of a familiar story read aloud. E.g., **¿A que sabe la luna?** and poems and **"Doña pito piturra"**	Follow the simple text of a familiar song, story and rhymes read aloud identifying the meaning of words. E.g., poema **¿Que tiempo hace?"** Spanish book **"Platero y yo"** and "**Don Quixote".**

How we measure progress

Assessment in Year 6/Year 5



Visits and experiences

Flamenco workshop





Examples of learning

LI. Translate sentences in Spanish and vocabulary for instruments.

1. Spell the instruments


chello ✓


arpa ✓


clarinete ✓


violin ✓


teclado ✓


tampor ✓


zampoña ✓


trompeta ✓


cajon ✓


flauta ✓


contrabajo ✓

2. Translate to Spanish.

I play the flute.

yo toco la flauta. ✓

I don't play the guitar, but I play the drum.

yo no toco la guitarra, pero toco el tambor. ✓

I like to play the big ~~and~~ drummer

yo tengo tocar el tambor grande.

I don't like to play the trumpet because is slow and noisy.

No me gusta

~~yo no tengo~~ tocar la trompeta porque es es lenta y ruidosa. ✓

I hate to play the shepherd pipe because boring, but I love to play the box drum.

yo odio tocar la zampoña porque es aburrida, pero me encanta tocar el cajon. ✓

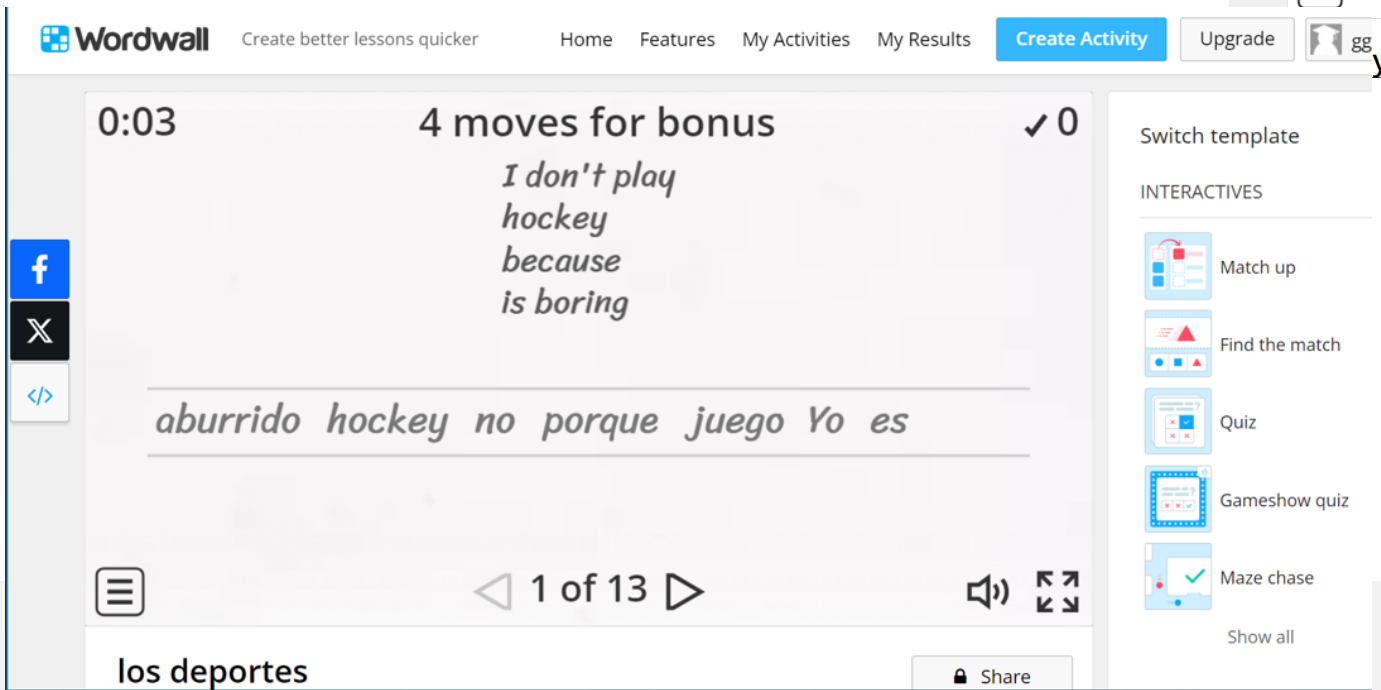
~~mi~~	~~una~~	~~un~~	porque es	~~camas~~	~~no hay~~
vater	y	~~mesas~~	~~En~~	~~enorme~~	frigo

Hay una lampara pequeña y nueva. En mi cocina hay dos mesas pequeñas y nuevas. En mi baño no hay un sofa* enorme. Hay dos camas en mi dormitorio . En mi casa no hay veinte lavabos marrones y feos porque es viejo. En el frigo hay leche y zumo. En mi baño hay un Vater grande y bonito

Examples of learning

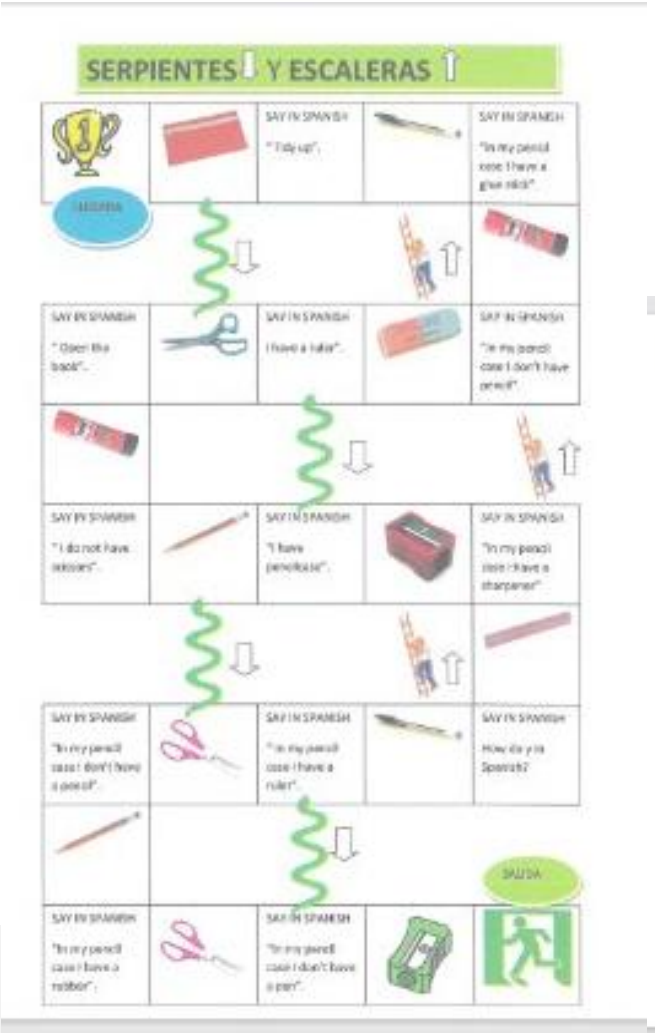
Year 3 vocabulary activity

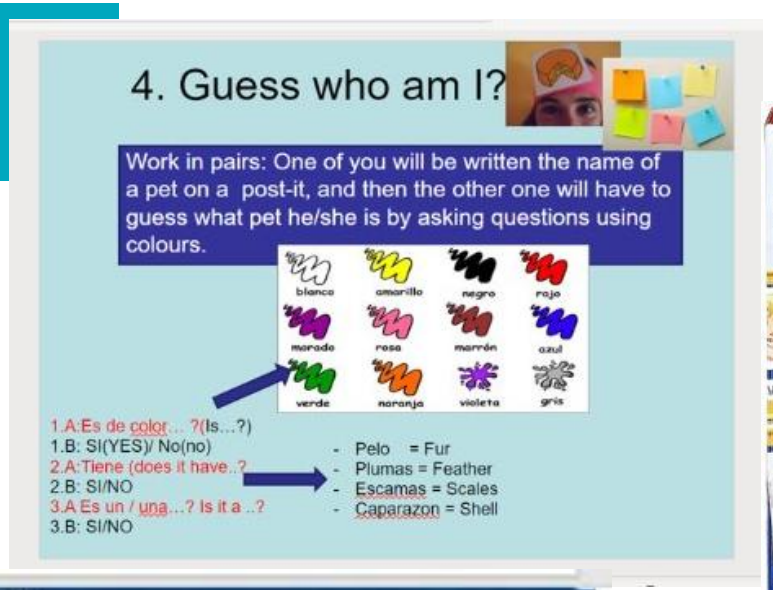


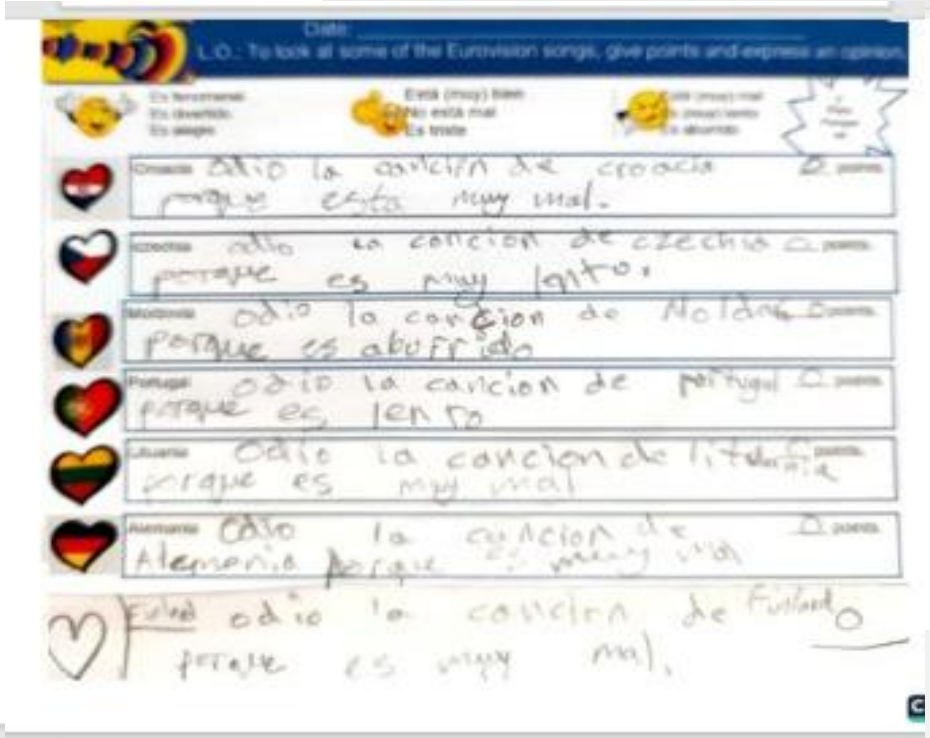


Year 6 sentences maker activity

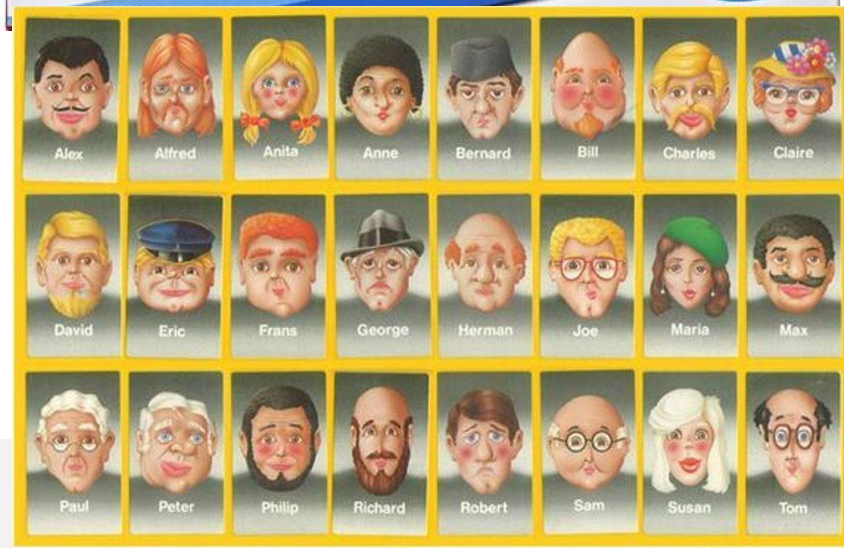
Examples of learning



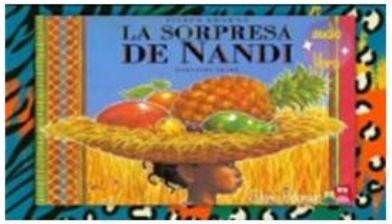


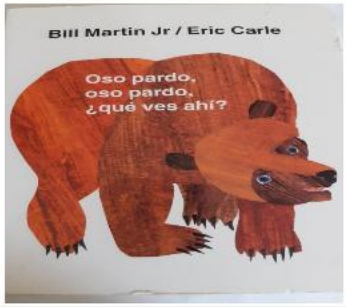
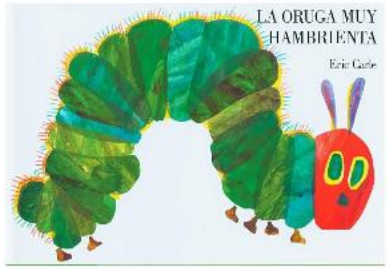
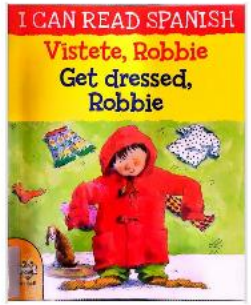






Examples of reading

Year 3	Autumn	Spring	Summer
Pathway	Body parts	fruits	Greeting/numbers /animals
Linked Texts			

Year 4	Autumn	Spring	Summer
Pathway	Animals	Food	Clothes
Linked Texts			

Pupil voice

What our Yr6 say about Spanish.

Do you enjoy Spanish? Why?	I enjoy Spanish because it allows me to explore different cultures and gives ~~mm~~ me the capability to speak to variety of people.
Do you enjoy Spanish? Why?	It is enjoyable and fun in most topics, Because our spanish teacher makes everything fun such as she lets us do blooket and kahoot.
Why are you learning this?	weare learning this so we are prepared if weneed to communicate with spanish people (eg. abroad)

Languages

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- 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
- can 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. 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 modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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.

The starred (*) content above will not be applicable to ancient languages.