CURRICULUM PROGRESSION STRAND MAP SPANISH

Subject: Modern Foreign Languages - Spanish

OUR COMMON PURPOSE

All children will reach their full educational potential and look back at their time at Riverview Junior School with absolute admiration irrespective of gender, race, disability or background.

Rationale for Modern Foreign Languages

Learning a foreign language prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Languages education should foster pupils' curiosity and deepen their understanding of the world, giving them opportunities to explore different cultures as well as their own. In addition, understanding a modern foreign language increases a child's understanding of his or her own language extending their knowledge of how language works. Increased capability in the use of language can also promote initiative and independent learning and celebrates diversity within society. Pupils should develop communication and literacy skills that lay the foundation for future language learning at secondary school and beyond.

Aims

- To provide a balanced and continuous programme of Spanish for all children throughout the school, which builds upon previous experience, allowing for progression and for extending their capabilities and learning.
- To develop an understanding of vocabulary and respond to spoken and written language from a variety of sources.
- To encourage children to speak with increasing confidence, fluency and spontaneity.
- To provide opportunities to write at varying lengths using the variety of grammatical structures they have learnt.
- To deliver opportunities where children can discover and develop an appreciation for a range of writing in Spanish.
- To allow children to have the chance to learn about people from other countries with different cultures, and promote aspiration for travel and a broadening of life experience.

CURRICULUM PROGRESSION STRAND MAP SPANISH

Skills and Knowledge Progression					
Area of Study: Listening					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Recognise and understand a few familiar spoken words and phrases such as numbers, colours.	Show that he/she recognises words heard by responding appropriately. For example – following simple instructions, answering questions.	Show an understanding of a range of familiar spoken phrases and respond appropriately.	Show an understanding of spoken phrases and short sentences by joining in or responding appropriately.	Understand spoken language (sentences) and show an understanding by joining in and responding.	Listen to a variety of forms of spoken language to obtain information and respond appropriately.
To pronounce some familiar Spanish words correctly through singing songs.	To understand that phonemes in the target language can be pronounced differently from English, and repeat some of these using simple tongue twisters, poems or songs.	Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings	Listen carefully and identify different ways to spell key sounds, and select the correct spelling of a familiar word.	Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.	Transcribe words and short sentences that they hear with increasing accuracy, applying knowledge of phonemes and spellings to unfamiliar words.
Curriculum goals: ***Listen to and understand simple words in Spanish.***	***Curriculum goals:*** ***Listen to and understand words and short phrases.***	***Curriculum goals:*** ***Listen to and understand familiar phrases and short sentences in stories.***	***Curriculum goals:*** ***Listen to and understand extended sentences within stories, songs and poems,***	***Curriculum goals:*** ***Listen to and understand longer texts on a variety of topics.***	***Curriculum goals:*** ***Listen to and understand a range of texts and respond appropriately to them.***
Outcomes for this area are embedded across all the following areas of study including the enrichment activities.					

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Skills and Knowledge Progression					
Area of Study: Speaking					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Answer simple questions, such as my name is…	Ask and answer simple questions, for example about personal information.	Ask, and answer appropriately, questions on different topic areas.	Take part in conversations and express simple opinions giving reasons.	Engage in conversations, express opinions and respond to those of others asking for clarification and help.	Engage and develop conversations, beginning to cope with unfamiliar language and unexpected responses.
Repeat and say sentences given to them.	Say sentences they have heard and make simple adaptations to them.	Using familiar vocabulary and a model, speak in sentences.	Speak in sentences, using familiar vocabulary and key phrases.	Confidently, speak in sentences, using knowledge of basic sentence structure and familiar vocabulary in target language.	Express and develop ideas clearly and with increasing accuracy based on knowledge of grammar in the target language.
To learn and say simple adjectives (e.g. colour) through songs.	To use simple adjectives (size, colour, number) to orally describe something.	Orally, use a variety of adjectives to describe things in more detail.	Orally, use a range of adjectives for descriptions and begin to use different verbs to describe actions.	Orally, choose appropriate adjectives and verbs to describe people, places, things or actions.	Orally, show use of an increasing bank of vocabulary to include carefully chosen adjectives, verbs and nouns to suit the topic.
After modelling, to be able to repeat simple words back clearly.	Begin to develop mostly accurate pronunciation and speak clearly when addressing an audience	Speak aloud using accurate pronunciation. Accurately repeat the sounds that I hear.	Present my ideas as a short presentation for an audience, beginning to use intonation to differentiate between sentence types.	Use pronunciation and intonation effectively to accurately express meaning and engage an audience.	Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
Curriculum goals: ***Respond to spoken language.*** ***Explore patterns and sounds of language through songs and rhymes.***	***Curriculum goals:*** ***To answer questions using a rehearsed response with simple change for their own information.***	***Curriculum goals:*** ***To ask different questions and be able to give their own answer using adapted sentences.***	***Curriculum goals:*** ***To take part in simple conversations or prepare a short presentation using adapted sentences which gives their opinion, with reasons, on familiar topics.***	***Curriculum goals:*** ***To say extended sentences, with a different meanings, on a variety of topics.***	***Curriculum goals:*** ***To have conversation where they express their ideas clearly using extended sentences for clarification.***

CURRICULUM PROGRESSION STRAND MAP SPANISH

Skills and Knowledge Progression					
Area of Study: Reading					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Recognise and read some familiar words in written form.	Recognise and read some familiar words in written form. Match written words and phrases to pictures or symbols.	Read and show an understanding of a range of familiar written phrases, recognising their meaning and reading them aloud accurately.	Read carefully and show understanding of phrases ad simple sentences, containing mostly familiar language, using fairly accurate pronunciation and intonation.	Read aloud and understand phrases and simple writing, containing familiar and unfamiliar words, using accurate pronunciation and intonation.	Read and show understanding of short passages from a range of different sources, to provide an accurate English translation, with an understanding of the purpose, main ideas and details within it.
Read and sing some simple songs containing familiar language such as numbers.	Read, play games and sing some songs containing familiar language such as numbers	Follow the written version of a story, rhyme or song he/she is listening to.	Learn to sing songs using the written text for support.	Enjoy and read a range of different stories, songs, rhyme and poems in the target language.	Enjoy and read literary texts in the language [such as stories, songs, poems and letters] and use these to expand understanding of the language and culture.
Remember some simple words through repetition in reading.	Learn and remember new words encountered in reading.	Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. Begin to use dictionaries to look up unfamiliar words.	Use dictionaries to extend vocabulary on a given topic and use different strategies to work out the meaning of unfamiliar words.	Broaden their vocabulary with the words which they read and develop their ability to work out the meaning of unknown words, including the use of dictionaries.	Broaden their vocabulary through the variety of texts which they are reading for a range of different purposes and topics.
Curriculum goals: ***Recognises and reads out a few familiar words or phrases.***	***Curriculum goals:*** ***To read and remember some simple words in Spanish.***	***Curriculum goals:*** ***To read written phrases and begin to work out the meaning of unfamiliar words.***	***Curriculum goals:*** ***To read and show understanding of a short text and use dictionaries to extend vocabulary.***	***Curriculum goals:*** ***To read and show understanding of a short text by confidently using a dictionary and contextual clues to be able to work out the meaning of unfamiliar words.***	***Curriculum goals:*** ***To read and show understanding of a range of different texts, using strategies to work out the main ideas, details and purpose of them.***

CURRICULUM PROGRESSION STRAND MAP SPANISH

Skills and Knowledge Progression					
Area of Study: Writing					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Write or copy simple words.	Write some single words from memory.	Write words and short phrases from memory.	Write phrases from memory and to begin creating sentences to express their ideas about familiar topics.	Write phrases from memory, and adapt these to create new sentences, to express their ideas.	To write words, phrases and sentences from memory to respond to familiar topics.
N/A	Use simple adjectives such as colours to describe things in writing.	Use adjectives to describe things in more detail, such as describing someone's appearance.	Use a range of adjectives to describe people and things, and begin to use different verbs to describe actions.	Select appropriate adjectives to describe things, people and places and appropriate verbs to describe actions.	To write with a growing vocabulary which has been carefully chosen to give specific and detailed opinions and ideas.
Curriculum goals: ***Write or copy simple words such as colours, numbers.***	***Curriculum goals:*** ***To write familiar Spanish words from memory such as adjectives and nouns.***	***Curriculum goals:*** ***To write words and short phrases from memory to describe objects and give simple opinions.***	***Curriculum goals:*** ***To write some simple sentences from memory to give their opinions about given topics, using carefully chosen adjectives and verbs.***	***Curriculum goals:*** ***To write a short paragraph, from memory, about a familiar topic, selecting appropriate adjectives and verbs.***	***Curriculum goals:*** ***To write prose using an increasingly wide range of grammar and vocabulary and write creatively to express their own ideas and opinions.***

Skills and Knowledge Progression					
Area of Study: Grammar					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
N/A	Begin to recognise the main word classes e g nouns, adjectives and verbs.	Recognise the main word classes e g nouns, adjectives and verbs. To use pronouns and articles correctly.	Recognise a range of word classes including pronouns and articles, and use them appropriately. Know how to conjugate some high frequency verbs such as 'ir'.	Know how to conjugate a range of high frequency verbs.	Identify and use verbs in the past, present and future tenses.

N/A	Begin to understand that nouns may have different genders.	Understand that nouns may have different genders and can recognise clues to identify this, such as the el/la or un/una.	Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.	Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.	To confidently create sentences which have the appropriate gender of nouns identified and where the adjectives agree.
N/A		Have basic understanding of the usual order of words in sentences in the target language.	Develop their understanding of how word order is different or similar in the target language and use this to create their own grammatically correct sentences.	Show an understanding of some of the differences to English, in word order and use of pronouns/verbs in the target language.	Use accurate grammar, spelling and punctuation in the target language.
Curriculum goals: N/A	***Curriculum goals:*** ***To know that word order is different in Spanish and that nouns have different genders.***	***Curriculum goals:*** ***To create their own grammatical correct sentences using their knowledge of word order and gender of nouns.***	***Curriculum goals:*** ***To begin to know how to write the different forms for common verbs and adjust adjectives dependant on the noun.***	***Curriculum goals:*** ***To know some ways in which the grammar in Spanish and English are similar and different and be able to use this to write/say grammatically correct sentences.***	***Curriculum goals:*** ***To use a range of key grammatical structures to be able to write sentences in different tenses.***