



Spanish



Early Learning Goals

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Before starting Reception, children should:	During Reception, the children will learn to:	By the end of Reception, children should:
Understanding the world	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. 	People Culture and Communities <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

National Curriculum Expectations:

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.

	By the end of Year 2	By the end of Year 4	By the end of Year 6
	<ul style="list-style-type: none"> Non-statutory 	Pupils should be taught to: <ul style="list-style-type: none"> 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. 	

Listening and Speaking / Oracy	Children can: <ul style="list-style-type: none"> name colours name day of the week count 1-10 	Children can: <ul style="list-style-type: none"> name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	Children can: <ul style="list-style-type: none"> manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people.
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	<ul style="list-style-type: none"> use responses as part of daily routines and greetings 	<p>Children can:</p> <ul style="list-style-type: none"> say simple familiar words to describe people, places, things and actions using a model; say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing / Literacy		<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words. 	<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of simple sentences containing familiar and some unfamiliar language; read and understand the main points from short, written material; read and understand the main points and some detail from short, written material.
		<p>Children can:</p> <ul style="list-style-type: none"> use strategies for memorisation of vocabulary; make links with English or known language to work out the meaning of new words; use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English. 	<p>Children can:</p> <ul style="list-style-type: none"> use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.
		<p>Children can:</p> <ul style="list-style-type: none"> identify individual sounds in words and pronounce accurately when modelled; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; show awareness of accents; begin to pronounce words accordingly. 	<p>Children can:</p> <ul style="list-style-type: none"> read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation for example to mark questions and exclamations in a short, written passage.
		<p>Children can:</p> <ul style="list-style-type: none"> write single familiar words from memory with understandable accuracy; write familiar short phrases from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Children can:</p> <ul style="list-style-type: none"> write a simple sentence from memory using familiar language; write several sentences from memory with familiar language with understandable accuracy; replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
		<p>Children can:</p> <ul style="list-style-type: none"> copy simple familiar words to describe people, places, things and actions using a model; write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
Songs and rhymes		<p>Children can:</p> <ul style="list-style-type: none"> listen and identify specific words in songs and rhymes and demonstrate understanding; listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>Children can:</p> <ul style="list-style-type: none"> listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
		<p>Children can:</p> <ul style="list-style-type: none"> join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling. 	<p>Children can:</p> <ul style="list-style-type: none"> follow the text of a familiar song or story; follow the text of a familiar song or story and sing or read aloud; understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

Grammar		<p>Children can:</p> <ul style="list-style-type: none"> • show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; 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 and second person; compare with English; • use the present tense of some high frequency verbs in the third person singular; • use a simple negative form; • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; • recognise and use the first person possessive determiners (mi, mis); • recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; • conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement; • use simple prepositions in their sentences; • use the verb 'ser' in the present tense in the third person singular and plural; • use the present tense of the verb 'estar' in a set phrase to introduce singular and plural nouns; • use the present tense of the verb 'gustar' in the first person singular with singular and plural nouns. 	<p>Children can:</p> <ul style="list-style-type: none"> • identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs; • use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement; • use the verb 'estar' to locate places, things or people; • recognise and use the simple future tense of a high frequency verb; compare with English; • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; • recognise and use the first and third person singular possessive determiners (mi, mis, su, sus); • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • conjugate a high frequency verb in the present tense; • recognise and use a high frequency verb in the perfect tense; compare with English; • follow a pattern to conjugate a regular verb in the present tense; • choose the correct tense of a verb (present/perfect/imperfect/future) according to context.
Cultural knowledge and understanding		<p>Children can:</p> <ul style="list-style-type: none"> • Recognising culture and developing respect • Show understanding of how people celebrate traditions in Spain. • Identify some of the main Spanish traditions. • To start to make links between own cultural traditions and that of Spain. • Show understanding of key vocabulary related to key traditions. 	<p>Children can:</p> <ul style="list-style-type: none"> • Show understanding of how people celebrate traditions in Spain. • Name a range of key vocabulary in Spanish related to key traditions. • Identify the main Spanish traditions. • To learn about and discuss Spanish traditions. • To identify the main differences between own cultural traditions and that of Spain.