



Inspiring children to love learning and live in
the light of Christ

Spanish Curriculum

Spanish

Intent

At St. Mary's we are proud to offer our pupils the opportunity to learn Spanish from Year Three to Year Six. Our children learn Spanish, the second most spoken language across the globe, in a fun and creative way, expressing their ideas and thoughts in spoken and written communication.

We believe that a high-quality language education should foster children's curiosity and deepen their understanding of the different cultures in the world. Culture and language are inseparable. Understanding this cultural-specific contexts along with linguistic principles is central to effective language acquisition.

Competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

At St. Mary's Catholic Primary School, we provide a well-balanced curriculum of spoken and written Spanish. Children leave our school with solid foundations and knowledge ready to develop their language skills further in Key Stage Three.

Implementation

We ensure that the children are taught Spanish weekly from Year Three to Year Six. All children, including those with Special Educational Needs, take part in oral and written lessons.


We follow a customised scheme of work created by our MFL specialist teacher in line with the National Curriculum guidance. A variety of techniques and approaches are used to encourage the children to engage actively during the lessons. These include cooperative and competitive games, role-play, dancing, and songs (particularly action songs). We often use puppets and soft toys to demonstrate accurate pronunciation and intonation of new words.

In order to expose our children to more than one voice speaking Spanish, we regularly carry out listening activities where children can hear other native speakers talking. Speaking underpins listening in the same way that reading underpins writing and vice versa. For that reason, we believe that all four strands of the curriculum, speaking, listening, reading, and writing, should be taught in equal measure.

Each year, we have a 'Spanish Day' where we celebrate the Spanish culture and communicate in Spanish throughout the day.

Please see our Modern Foreign Languages Policy under the policy section of the website.

	Year Three	Year Four	Year Five	Year Six
LISTENING	To understand and respond to at least 6 classroom commands/ instructions. To understand and translate 3 familiar statements/ spoken phrases.	To understand 3 pieces of information when listening to a short passage.	To understand 4 pieces of information in a passage.	To understand 5 pieces of information in a passage.
	To understand 3 short Statements. To understand the meaning of 4 questions.	To identify opinions (likes and dislikes)	To understand opinions when listening to a longer passage / conversation.	To identify 5 pieces of info when listening to a dialogue.
SPEAKING	To answer 2 simple questions using cues/ visual aids. To answer 4 simple questions. (visual cues)	To ask 5 questions during a conversation.	Take part in simple structured conversations of at least 6 exchanges.	Take part in simple structured conversations of at least 5 exchanges
	To show accurate pronunciation when using familiar vocabulary To use 3 set phrases to communicate.	To extend conversations by using basic conjunctions and opinions.	To express and justify opinions during a conversation.	To show use of good grammar when during a conversation. (gender, number, verbs in present tense.)
READING	To find and translate to English 3 words To read aloud, understand and translate to English 3 sentences.	To understand and translate four sentences (English—Spanish).	To read and translate from English to Spanish texts with opinions and justifications.	To understand 5 main points from a short story/ factual text.
	To read aloud familiar words displaying clear pronunciation. To understand 3 pieces of information when reading a short text.	To use a dictionary to find and classify nouns by gender.	To use a dictionary, identify and use verbs in the infinitive form.	To use a dictionary to extend vocabulary and adapt or substitute words in a text.
WRITING	To copy two words correctly To use a model to write 3 short familiar sentences.	To write sentences showing agreement between nouns and adjectives.	To extend sentences using conjunctions, comparatives and quantifiers.	To write a paragraph using the present and the near future tense. (Voy a + ir)
	Label three items correctly in Spanish. To identify noun's gender when writing.	To write 4 sentences expressing likes / dislikes.		

	LISTENING 	SPEAKING 	READING 	WRITING 
Y3	I understand when asked to follow at least 6 instructions in Spanish.   	I can say 2 things about me (my name and how I am).   	I can find, translate to English and understand 3 words in Spanish.   	I can copy 3 words in Spanish.   
	I understand when others tell me their names, age and how they are in Spanish.   	I can show clear pronunciation when using familiar vocabulary.   	I can read aloud words I have learnt with clear pronunciation.   	I can label three items in Spanish.   
	I understand <u>and can</u> translate 3 familiar spoken phrases.   	I can ask and answer 4 questions.   	I can read, understand and translate 3 sentences.   	I can write 3 sentences using a model.   
	I understand and can answer 4 questions.   	I can tell others at least 3 things about me.   	I understand 3 pieces of information when reading a short text.   	I can identify noun's gender.   
Y4	I understand 3 pieces of info when listening to a short passage.   	I can ask 5 questions correctly during a conversation.   	I can read, understand and translate 4 pieces of information when reading a text.   	I can write sentences showing agreement between nouns and adjectives.   
	I can listen to and understand at least 3 opinions.   	I can have longer conversations using familiar language.   	I can use a dictionary to find and classify nouns by gender.   	I can write 4 sentences expressing likes and dislikes.   
Y5	I am able to understand the main points when listening to longer texts.   	During a conversation I can ask and answer 6 questions.   	I can read and translate longer texts with opinions and justifications.   	I can extend my sentences using conjunctions, comparatives and quantifiers.   
	I am able to understand opinions when listening to longer texts/ conversations.   	During a conversation I can express and justify my opinions.   	I can use a dictionary to find verbs in the infinitive. (gr, g, ir endings)   	
Y6	I can listen to and identify sentences spoken in the present and in the immediate future.   	I can have a conversation talking about plans in the immediate future (voy a + infinitive).   	I can read and translate a text containing information in the present and in the near future.   	I can write and translate a paragraph in the present and in the near future tense.   

Impact

Our children thoroughly enjoy their Spanish lessons. Through our approach our children develop a positive attitude and approach towards the learning of modern foreign language.

Oracy and literacy are assessed throughout the year. The assessments are carried out through assessments tasks. Assessment tasks (reading, writing, listening speaking) are recorded and kept in the children's books. On completion of a task, children (under the teacher supervision) check and assess their performance against the success criteria to decide if they have been successful or not. The assessment's outcomes are then recorded and dated on self-assessment sheets (kept at the back of each book). The MFL teacher marks and checks that there is agreement between the outcome of the tasks and the recording of such outcome on the assessment sheet.

When children leave St. Mary's they are able to speak, listen, read, and write in Spanish.