**SPANISH AT THE GROVE**

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| **INTENT**At The Grove School we believe that learning languages is a joy not to be put on the back shelf. It develops a natural growth mind-set and builds well upon previous knowledge as well as underpinning understanding of the English language. We believe that learning, enjoying, discovering and playing with languages enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment.We recognise the importance of taking a consistent whole school approach to the teaching of Spanish in order to close any gaps and to target the highest possible number of children attaining our goals for the end of Year 6. We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success, reaching new heights together. |

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| **IMPLEMENTATION**Based on <http://www.rachelhawkes.com/Resources/PrSpanish/Y34.php> for lower KS2And <http://www.rachelhawkes.com/Resources/PrSpanish/Y56.php> for upper KS2And <http://www.rachelhawkes.com/Resources/Yr7/Yr7.php> for Year 7 next stepsThe Scheme of work draws on key recommendations from the pedagogy review and the Ofsted languages research report, which highlight the three key knowledge strands phonics, vocabulary and grammar. The lessons therefore owe much to the NCELP team’s KS3 SOW and resources (led for Spanish by Nick Avery and Amanda Izquierdo), which are in turn informed by the research work of Professor Emma Marsden and colleagues, including Rowena Kasprowicz.The overall curriculum plan for KS2 Spanish has the following design:Time allocation (realistic yet optimal)60 minutes per week in totala 30-minute lessonfive mini follow ups (4 of 5 minutes, 1 of 10 minutes)The three strands3 strandsphonics and grammar repeat in Y3 & 4 and then again in Y5 & 6vocabulary varies (so that lessons themselves are different)Structure (4-year consecutive or 2-year rolling)the repetition of phonics and grammar content together with the variation in vocabulary makes it possible for the years Rojo and Amarillo to be completed in either order, and the same for Azul and VerdeAssessment will be ongoing and passed onto the next teacher to revisit and secure previously developed knowledge.Follow the term links on the website (Autumn, Spring, Summer) to get to the lesson resources.Links will become 'live' as the materials become available. |

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| **IMPACT**Children at The Grove enjoy speaking, reading and writing in Spanish. We can hear them using it in play and simple conversation. We can feel their aspirations for wanting to speak Spanish well but with realism that this will take time and practice and well developed knowledge. |

**MEDIUM TERM PLANNING**

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| **PREVIOUS LEARNING** | **KNOWLEDGE TO BE TAUGHT** **YEAR 3/4** | **KNOWLEDGE TO BE TAUGHT** **YEAR 5/6** | **NEXT STEPS**  | **ASSESSMENT** |
| **Phonics**: Know how to listen and respond to phonetically based words in EnglishKnows how to write unknown words phoneticallyKnow how to read phonetically unknown words in EnglishHave good intonation and clarity when speaking EnglishKnow how to pronounce phonemes accurately in English**Vocabulary:**  Know High frequency words in EnglishKnows how to use a dictionary in EnglishKnow how to use visual clues when reading in EnglishKnow what a question and answer structure is in EnglishKnow how to remember and repeat songs, rhymes and poems In English**Grammar:**Know how to use adjectives in singular and plural formsKnow what an adjective and noun isKnow plural nouns in EnglishKnow indefinite articles in EnglishKnow the grammatical structure of a simple sentence, adjectives, nouns and verbsKnow when to use set phrases and when they don’t work in English | [**Autumn Term**](http://www.rachelhawkes.com/Resources/PrSpanish/Yr34Autumn.php)Half-term 1: **Describing me and others**Half-term 2: **Saying what I and others have****Phonics**: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]**Vocabulary:** adjectives to describe mood today and character generally, days of the week, nouns for possessions, ‘I have a present for’ story**Grammar:**estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué**Spring Term**Half-term 1: **Saying what I and others do**Half-term 2: **Saying how many and describing things****Phonics**: the SSC (sound-symbol correspondences) taught this term are:**Vocabulary:**verbs and nouns to describe a range of activities, numbers 1-12,**Grammar:**-AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles**Summer Term**Half-term 1: **Describing things and people**Half-term 2: **Expressing likes and saying what I and others do****Phonics**: the SSC (sound-symbol correspondences) taught this term are:**Vocabulary:**adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months**Grammar:**revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar|odiar + definite article, revisit intonation question | [**Autumn Term**](http://www.rachelhawkes.com/Resources/PrSpanish/Yr56Autumn.php)Half-term 1: **Describing me and others**Half-term 2: **Saying what I and others have****Phonics**: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.**Vocabulary**: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description**Grammar**: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no**Spring Term**Half-term 1: **Saying what I and others do**Half-term 2: **Saying where you are going and what there is there****Phonics**: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.**Vocabulary**: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography**Grammar**: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al**Summer Term**Half-term 1: **Saying what activities I and others do**Half-term 2: **Saying what I and others like/dislike, want and have to do****Phonics**: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.**Vocabulary**: words for describing activities, places in town, weather, sport, instruments, things countries are famous for**Grammar**: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar|odiar, querer | deber | poder (singular) + infinitive, revisit intonation and WH- questions | Key stage 3: Modern foreign language Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study. Pupils should be taught to: Grammar and vocabulary ♣ identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ♣ use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate ♣ develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues ♣ use accurate grammar, spelling and punctuation. Linguistic competence ♣ listen to a variety of forms of spoken language to obtain information and respond appropriately ♣ transcribe words and short sentences that they hear with increasing accuracy ♣ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ♣ express and develop ideas clearly and with increasing accuracy, both orally and in writing ♣ speak coherently and confidently, with increasingly accurate pronunciation and intonation ♣ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ♣ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages – key stage 3 ♣ write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. |  |