

Stow Heath Primary School



Languages Curriculum –Key Stage 2 (Parts in yellow are key units that must be taught)

National Curriculum:

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

Year 3 Coverage

Autumn Term 1 – Phonics Lesson 1 and I am Learning Spanish

Autumn Term 2 – Greetings

Spring Term 1 – Musical instruments

Spring Term 2 – Fruit

Summer 1 – Animals

Summer Term 2- Little Red Riding Hood

Year 4 Coverage

Autumn Term 1- Phonics Lesson 2 Presenting Myself

Autumn Term 2 – The Family

Spring Term 1 - My home

Spring Term 2 – The Classroom

Summer 1 - At the Café

Summer Term 2 – Goldilocks

Year 3 End points

Phonics Lesson 1

I can pronounce the first set of phonic sounds in Spanish, CH, J, N, LL, RR

I am learning Spanish

I can find Spain on a map of Spain

I can name some countries in the hispanic world and tell you facts about these countries.

I can say hello and goodbye

I can tell someone how I am feeling and ask them how they are feeling

I can tell somebody what my name is and I can ask them what their name is

I can recall numbers 1 to 10 and I can recognise and recall 10 numbers.

Greetings

I can say hello using hola or buenas dias

I can say my name is

I can ask how somebody is feeling and give a reply

I can say goodbye and/or see you soon

Musical Instruments

I can name at least 5 instruments

I can match all the words to instruments to a picture

I can attempt to spell at least 3 instruments with high accuracy

I can sort each instrument by article/determiner

Year 4 End points

Phonics Lesson 2

I can pronounce the second set of phonic sounds in Spanish CA, CE, CI, CO, CU

Presenting Myself

I can say hello and goodbye

I can tell somebody how I am feeling and ask them how they are feeling

I can tell somebody what their name is and tell somebody what my name is.

I can count from 1 to 10.

I can apply my knowledge of numbers to tell someone how old I am and also ask them how old they are.

I can tell somebody where I live and ask them where they live.

I can apply rules of adjectival agreement and tell someone what my nationality is.

The Family

I can remember how to say my name, age, where I live, and count from 1 to 20.

I can say the word for Mom, Dad, Brother, Sister, Grandfather, Grandmother, Aunt and Uncle.

I can say the ages of various members of a/my/ family.

I can now count from 10 to 100.

I can remember and use the different words for my.

I can produce a couple of sentences about my own or imaginary family.

My Home

I can say and spell the words for an apartment and a house (correctly using un and una)

<p>I can say what instrument I play using the structure taco el/la/los</p> <p>Fruit</p> <p>I can say at least 5 fruits (including the correct article) in Spanish with accurate pronunciation.</p> <p>I can say at least one fruit in Spanish using No me gustan.</p> <p>I can say I do not like using at least one fruit in Spanish using No me gustan so I can ask somebody what fruit they like in Spanish using the question Te gustan.</p> <p>Animals</p> <p>I can name at least five animals correctly</p> <p>I can match all the animals in Spanish to the correct picture</p> <p>I can attempt to spell at least three animals correctly in Spanish</p> <p><u>Little Red Riding Hood</u></p> <p>I can listen and follow the story of Caperucita Roja</p> <p>I can recognise and name at least five of the picture cards in the story</p> <p>I can match five picture cards to their word card accurately</p> <p>I can name and spell at least three parts of the body</p>	<p>I can say what rooms I have in my house using the phrase En mi casa hay.</p> <p>I can say what rooms I do not have in my home starting with the phrase En mi casa no hay</p> <p>I can use the connective word (for) and (y) to link two sentences together</p> <p>I can ask somebody to describe their home to me using the phrase como es tu casa?</p> <p>The Classroom</p> <p>I can recognize, recall and spell at least 6 of the classroom objects with their correct article/determiner</p> <p>I can ask somebody else what they have in their pencil case.</p> <p>I can say at least two items that I have in my pencil case using the conjunction and.</p> <p>I can use the possessive adjective (the word for my) with the classroom items.</p> <p>I can say and write at least 1 item I do not have in my pencil case.</p> <p>At the Cafe</p> <p>I can order a Spanish breakfast food for breakfast.</p> <p>I can order a Spanish breakfast drink.</p> <p>I can order a complete Spanish breakfast.</p> <p>I can order a selection of snacks and drinks.</p> <p>I can ask for the bill.</p> <p>I can remember to say hello, goodbye, please and thank you.</p> <p>Goldilocks</p> <p>I can remember all the correct words for at least six of the picture cards.</p> <p>I can remember the correct translation in English for at least six of the word cards.</p> <p>I can spell at least six of the new words I have learnt from Ricitos de Oro.</p> <p>I can read a phrase card correctly and with good pronunciation.</p> <p>I can sequence most of the phrase cards.</p> <p>I can now create my own version of the story using phrase and picture cards to help me.</p>
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<p>Year 5 Coverage</p> <p>Autumn Term 1 – Phonics Lesson 3 / Pets -Do you have a pet?</p> <p>Autumn Term 2 – Date - What is the date?</p> <p>Spring Term 1 - Clothes</p> <p>Spring Term 2 – The Weather</p> <p>Summer Term 1 – Habitats.</p> <p>Summer Term 2 - The Olympics.</p>	<p>Year 6 Coverage</p> <p>Autumn Term 1 – Phonic Lesson 4 - At School.</p> <p>Autumn Term 2 – Regular verbs.</p> <p>Spring Term 1 – Irregular Verbs.</p> <p>Spring Term 2 – The Weekend</p> <p>Summer 1 – Me in the World</p> <p>Summer 2 - Healthy Lifestyle.</p>
<p>Year 5 End points</p> <p>Phonics Lesson 3</p> <p>I can pronounce the second set of phonic sounds in Spanish GA, GE, GI GO, GU</p> <p>Do you have a pet?</p> <p>I can say and spell at least four pets with the correct word for "a" in front.</p> <p>I can say I have a pet.</p> <p>I can say what my pet is called.</p> <p>I can ask somebody if they have a pet.</p> <p>I can tell somebody that I do not have a pet.</p> <p>I can use the connective “but” to link two sentences together.</p> <p>What is the Date?</p> <p>I can recognize, recall and spell seven days of the week</p>	<p>Year 6 End points</p> <p>Phonics Lesson 4</p> <p>I can pronounce the second set of phonic sounds in Spanish B, V, CC, QU, Z</p> <p>At School</p> <p>I can repeat from memory all the school subjects learnt in class with the correct article/determiner.</p> <p>I can tell you which subjects I study.</p> <p>I can tell you at what time I study a particular subject.</p> <p>I can say which subjects I have today.</p> <p>I can tell you why I like or dislike a particular subject.</p> <p>Regular Verbs</p> <p>I can name one regular -ER verb in its infinitive form.</p> <p>I can name one regular -IR verb in its infinitive form.</p>

I can recognize, recall and spell the twelve months of the year.
I can recognize and recall numbers 1 to 31.
I can say and write what the date is today.
I can say and write the date of my birthday.

Clothes

I can repeat from memory at least ten items of clothing in Spanish.
I can tell you the correct word for "a" in Spanish for these items of clothing.
I can tell you the verb "LLEVAR" in Spanish using all the different forms.
I can say what I am wearing today.
I can say what my friend next to me is wearing.
I can tell you what I wear in different weather or for school.

The Weather

I can remember at least five phrases for the weather.
I can translate these phrases correctly into English.
I can ask what the weather is like today.
I can tell you what the weather is like today.
I can describe what the weather is like in Spain by reading a Spanish weather map.

Habitats

I can tell you what the word for habitat is in Spanish.
I can remember at least one thing necessary in a habitat for plants and animals to survive.
I can name at least one different type of habitat.
I can name at least one type of plant or animal that lives in a particular habitat.
I can present in oral or written form on a particular habitat.

Olympics

I can sit quietly and listen attentively to some of the key facts from the history of the ancient and modern Olympic games in Spanish.
I can tell you some of the key facts connected to the modern Olympics as presented in class.
I can name and spell from memory at least 3 of the current events in the Olympics.
I can recognize and start to conjugate at least the YO and EL/ELLA form of the verb PRACTICAR accurately.
I can pretend to be an Olympian and tell you what sport I do.

I can name one regular -AR verb in its infinitive form.
I can say the pronoun for "I."
I can say the pronoun for "HE."
I can say the pronoun for "SHE."
I can conjugate a regular verb of my choice using at least 3 different pronouns.

Irregular Verbs

I can say that I form with the irregular verb Ir.
I can say that I form with the irregular verb Tener.
I can say that I form with the irregular verb Estar.
I can say that I form with the irregular verb Ser.
I can say that I form with the irregular verb Hacer.
I can say the pronoun for HE.
I can say the pronoun for SHE.
I can conjugate an irregular verb of my choice using at least 3 different pronouns.

The Weekend

I can ask the time.
I can tell you the time accurately.
I can say at least 5 things I do at the weekend.
I can tell you where the verb is in the phrases we have learnt in the unit.
I can use connectives to link 3 phrases together.
I can tell you what I do at the weekend and what time.

Me In The World

I can say and spell at least four Hispanophone Spanish speaking countries.
I can tell you their capital cities.
I can find these four countries on a world map.
I can tell you one place of interest in Madrid and one in Lima.
I can tell you what I am going to do to help protect our planet.

Healthy Lifestyles

I can name at least five healthy and five unhealthy foods and drinks accurately.
I can use the word "some" correctly in Spanish for these words and attempt to explain the rule to you.
I can tell you what sports/activities I do to stay in shape.
I can tell what I do to stay in shape BUT also what I do not do.
I can write a simple healthy recipe in Spanish.



Language Learning Skills Progression By Year Group

	Year 1	Year 2	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Year 3

Year 4

Year 5

Year 6

To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group:

Nursery Rhymes	Colours & Numbers	Phonics Lesson 1	Phonics Lesson 2	Phonics Lesson 3	Phonics Lesson 4
Salutations	Shapes	I Am Learning...	Presenting Myself	Pets	At School
		Musical Instruments / Ancient Britain	Family	Date	Weekend
		Fruits or Vegetables	My Home / In Class	Clothes	Me In The World / Vikings