**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 <https://www.languageangels.com/schools/> Time allocation 60 minutes per week in totala 30-minute lessona follow up sessionLearning is divided into 5 focus areas Listening, Speaking, Reading, Writing and Grammar. We follow a 2 year cycle to cater for mixed age classes.Assessment will be ongoing and passed onto the next teacher to revisit and secure previously developed knowledge.Follow the name of the unit on the website to get to the lesson resources, including knowledge organisers, medium term planning and lesson plans, core vocabulary and power points with audio for pronunciation. |

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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. |

**Long Term Progressive Plan**

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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 | ***Cycle 1 21-22***[**Autumn Term**](http://www.rachelhawkes.com/Resources/PrSpanish/Yr34Autumn.php)Fonetica (phonics) lesson 1 and 2 from the core vocabulary unitLos colores and Feliz Navidad from the core vocabulary linkI’m learning Spanish from the Early Language unitAnimals from the Early Language unit**Spring Term**Single indefinite articles from the Grammar explained linkLos Dias and los numeros from the core vocabulary linkI can from the Early Language unitFruits from the Early Language unit**Summer Term**Nouns from the Grammar explained linkLos numeros and los saludos from the core vocabulary linkSpanish Cultural lessons 1 and 2 from the core vocabulary linkPresenting myself from the Intermediate Language unitAt the café from the Intermediate Language unit***Cycle 2 22-23***[**Autumn Term**](http://www.rachelhawkes.com/Resources/PrSpanish/Yr34Autumn.php)Fonetica (phonics) lesson 1 and 2 from the core vocabulary unitLos colores and Feliz Navidad from the core vocabulary linkShapes from the Early Language unitMusical instruments from the Early Language unit**Spring Term**Single indefinite articles from the Grammar explained linkLos Dias and los numeros from the core vocabulary linkVegetables from the Early Language unitAncient Britain from the Early Language unit**Summer Term**Nouns from the Grammar explained linkLos numeros and los saludos from the core vocabulary linkSpanish Cultural lessons 1 and 2 from the core vocabulary linkIn class from the Intermediate Language unitHabitats from the Intermediate Language unit | ***Cycle 1 21-22***[**Autumn Term**](http://www.rachelhawkes.com/Resources/PrSpanish/Yr56Autumn.php)Fonetica (phonics) lesson 3 and 4 from the core vocabulary unitLos commandos en classe from the core vocabulary linkThe weather from the Intermediate Language unitFamily from the Intermediate Language unit**Spring Term**Plural indefinite partitive articles from the Grammar explained linkLos verbos regulalres and los verbos irregulalres from the core vocabulary linkPets from the Intermediate Language unitOlympics from the Intermediate Language unit**Summer Term**Adjectival Agreement Single indefinite articles from the Grammar explained linkCalculo and Los meses from the core vocabulary linkAt school from the Progressive Language unitAt the weekend from the Progressive Language unit***Cycle 2 22-23***[**Autumn Term**](http://www.rachelhawkes.com/Resources/PrSpanish/Yr56Autumn.php)Fonetica (phonics) lesson 3 and 4 from the core vocabulary unitLos commandos en classe from the core vocabulary linkThe date from the Intermediate Language unitMy home from the Intermediate Language unit**Spring Term**Definite articles from the Grammar explained linkLos verbos regulalres and los verbos irregulalres from the core vocabulary linkClothes from the Intermediate Language unitPlanets from the Progressive Language unit**Summer Term**Possessive adjectives from the Grammar explained linkCalculo and Los meses from the core vocabulary linkRegular verbs from the Progressive Language unitMe in the world from the Progressive Language unit | 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. | Language Angels provides a tracking and progression tool to track assessmentAssessment materials are on the website |