



Languages: Spanish

Overview



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The Curriculum – our approach

Appleton Primary School strives to drive the curriculum through a love of reading. We are creating opportunities for our children to become aspirational in all areas of their lives through a structured build-up of knowledge and skills. We are committed to meeting the needs of all the children in our school. We offer a curriculum which remove barriers to learning by being broad and balanced and building on the knowledge, understanding and skills of the children, whatever their starting points, as they progress through our Foundation Unit and each Key Stage. Our aim is for children to be successful, resilient, independent and motivated learners in readiness for their next stage of education and beyond.

Using the children's interests through talking to pupils, their families and the local community we ensure we capture the enthusiasm of the children to take their development forward. We have a two-year programme of 6 themes across the year groups which captures the children's imagination and interests and ensures that there is a progressive sequence of skills and knowledge based on the National Curriculum. Each theme is supported by an appropriate text to nurture the children's love of reading and quest for knowledge. Our teaching sequences ensure that we teach skills and knowledge and provide sufficient opportunities for pupils to apply these independently. Through the consistent use of assessment, we can identify and address misconceptions to ensure learning is securely embedded and children can remember what they have learned.

At Appleton, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that reflect the individual needs of children, appropriate to their level of ability. For some pupils with additional needs, there are times when the curriculum will need to be adapted to best meet their needs.

We will ensure our pupils have a wide range of cultural experiences and develop an understanding of opportunities available to them, so they leave us with high aspirations. We endeavour to introduce our whole community to the rich and diverse world in which we live in. To achieve this we promote tolerance and respect towards others in our both community and society as a whole using our PSHE programme, which runs throughout the school. Successes are celebrated and children are taught respect, empathy and fundamental British values and how they can contribute to our “Appleton family” and the wider world in which we live.

Our Curriculum Drivers

Reading is the key for learning

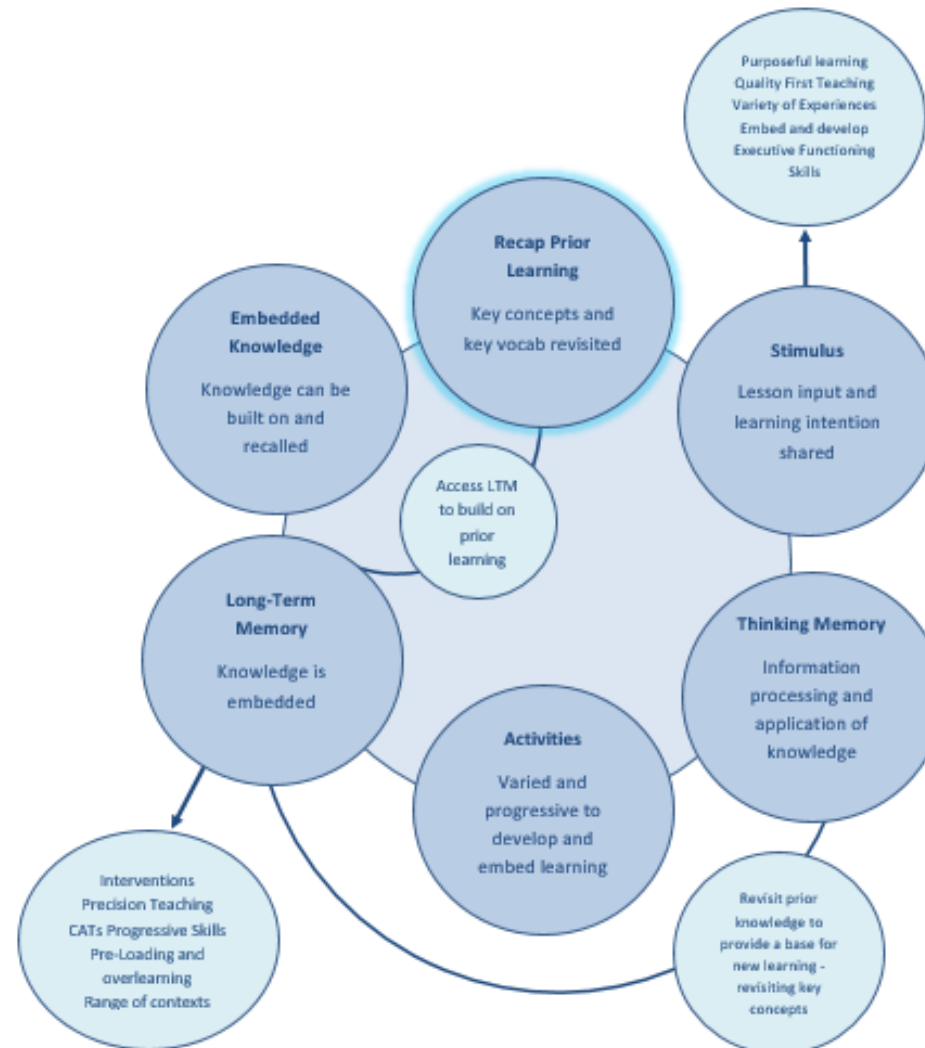
PSHE through developing resilience and promoting wellbeing our pupils can learn

Vocabulary we aim to extend pupils' language to enable them to learn from a wide range of experiences in our language rich curriculum

Fundamental Values promoting empathy and British values are at the core of our “Appleton family” approach.

Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential. Fundamental to our model is “grow what you know” and retrieval of prior learning.



A Broad and Balanced Curriculum at Key Stage 2

We ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine.

Reading, Writing and Maths are taught daily. Pupils who need phonic support continue on the Read Write Inc. and Fresh Start programmes. Science and PE are taught for 2 hours each week. RE and PSHE are taught for 1 hour each week. Foundation subjects are blocked over half term units. Y4 and 5 have Wider Opportunities for Music taught by a brass specialist. PE specialists and sport organisations regularly visit the school to teach pupils in lessons.

Key Concepts (Big Ideas)

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Thus they will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn.

Languages

Languages are taught progressively through the 3 pillars of: Phonics, Vocabulary and Grammar.

To develop these key areas, the curriculum has been structured progressively through each of the following aspects



Listening



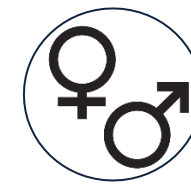
Speaking



Reading



Writing



Grammar

Key concepts (Big Ideas) in LANGUAGES

Languages are taught progressively through the 3 pillars of:

- **Phonics** (the system of the sounds of a language and how these are represented in written words)
- **Vocabulary** (building a body of useful words for different contexts and situations to enable communication and understanding)
- **Grammar** (including syntax and inflectional and/or derivational features ie: the systems for changing the form of a word and for creating new words respectively)

For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:

- Learn and internalise the sounds, vocabulary and grammar of the language
- Understand and produce these when they are combined into sentences
- Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood

Pupils will learn a language through a series of thematic units eg: myself, family, food, weather etc... to give a context to apply their phonics, vocabulary and grammar knowledge. In each unit, they will have opportunities for **speaking, listening, reading and writing**.

PHONICS: Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly. As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:

- The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow)
- Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R'
- 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I)
- The effect of accents































































GRAMMAR

Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.

VOCABULARY




Pupils will be taught a bank of **topic words** and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on **common words** which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.


MFL KEY CONCEPTS YEAR GROUP MAPPING

	Autumn	Spring	Summer
Year 2			  Greetings lesson 1&2 (E) Nursery Rhymes (E)
Year 3/4 cycle 1	     Phonics lesson 1&2 (C) I'm learning Spanish (E)	     I Can (E)	     Presenting Myself (I)
Year 3/4 cycle 2	     Phonics lesson 1&2 (C) Colours & Numbers (E)	     Vegetables (E)	     In the Classroom (I)
Year 5/6 cycle 1	     The Date (I)	     Family (I)	     Pets (I)
Year 5/6 cycle 2	     At School (P)	     My Home (I)	     The Weather (I)

Knowledge and skills sequencing		LANGUAGES						
		ONGOING OBJECTIVES			Y3	Y4	Y5	Y6
PHONICS	<p>Pupils will learn the sounds associated with the letters of the Spanish alphabet as they progress through Key Stage 2.</p> <p>In addition, they are introduced to additional phonemes at the start of each appropriate year and revisit them within each unit.</p> <p>As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:</p> <ul style="list-style-type: none"> - The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow) - Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R' - 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I) - The effect of accents 				ch – chocolate j – jirafa ñ – niña ll – caballo rr – perro	ca – casa ce – cerdo ci – cinco co – conejo cu – cuatro	ga – gato ge – geografía gi – girasol go – goma gu – gusano	b – beber v – vaca cc – diccionario qu – química z – zanahorias
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
GRAMMAR				<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>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')</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full conjugation (EG: 'I wear...', 'he/she verb wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>To understand 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).</p> <p>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'.</p>	



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Listening 		To appreciate short stories and fairy tales and start to understand some of the familiar words in what they hear		<p>To listen to and enjoy short stories, nursery rhymes and songs</p> <p>To be able to recognise familiar words and short phrases covered in the units taught</p>	<p>To learn to listen to longer passages and understand more of what they hear</p> <p>To be able to pick out key words and phrases from current and previous units when listening</p>	<p>To be able to listen more attentively and for longer periods</p> <p>To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills</p>	<p>To be able to listen to longer text and more authentic foreign language material</p> <p>To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar</p>
Speaking 		To learn to repeat and reproduce language and key words with accurate pronunciation		To learn to communicate with others using simple words and short phrases	<p>To be able to communicate with others with improved confidence and accuracy</p> <p>To learn to ask and answer questions based on the language covered in the units</p>	<p>To be able to communicate on a wider range of topics and themes</p> <p>To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</p>	<p>To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity</p> <p>To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate</p>
Reading 				<p>To be able to read familiar words and short phrases accurately by applying phonics knowledge</p> <p>To understand the meaning in English of some words read in the foreign language</p>	<p>To be able to read aloud short pieces of text, applying phonics knowledge</p> <p>To understand most of what they read in a foreign language when the text is based on familiar language</p>	<p>To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context</p> <p>To increase knowledge of phonemes and letter strings and apply these when reading</p>	<p>To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc...</p> <p>To decode unknown language using a bilingual dictionary</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Writing 				To be able to write familiar words and short phrases using a model or vocabulary list	To be able to write some short phrases based on familiar topics To begin to use conjunctions and the negative form where appropriate	To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required To be able to substitute words for suitable alternatives	To be able to write a piece of text using language from a variety of units covered To learn to adapt any models provided to show solid understanding of grammar covered To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two. A summary of second order concepts and how these apply to Spanish is provided below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
Languages		Similarity and differences between languages. How this can help learn a language				Speaking, listening and communicating in another language. Building vocabulary	