The Priestley Progress Path

Modern Foreign Languages - Spanish



Placing learning at the heart of everything we do.

Intent

Raising Aspiration, Realising Ambition, Stimulating Curiosity.

At Priestley, we are keen to offer a coherently planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our external Spanish teacher teaches through themes such as 'Meet and Greet' 'The Body' 'All About Me' 'My Town' and 'Shopping', that introduce vocabulary as well as the culture of Spanish-speaking countries and communities.

The topics aim to foster children's curiosity and help deepen their understanding of the world. It is a curriculum where the vocabulary is revisited each year to allow an opportunity for children to gradually build on their skills. It enables children to express their ideas and thoughts in Spanish, providing opportunities for them to interact and communicate with others for practical purposes both in speech and in writing. The use of an external Spanish teacher allows us to expose children to authentic Spanish and offer regular opportunities to listen to native speakers.

The intent in Lower KS2 is that children acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their Speaking and Listening ability whilst stimulating curiosity about another country. These will be further developed in Upper KS2 alongside Reading and Writing skills, gradually progressing to more complex language concepts and greater learner autonomy.

Through our Spanish scheme, we aim to raise pupil aspiration, encourage them to realise their ambition and inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures, and people. We place learning at the heart of everything we do and intend to help children grow into curious, confident, and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Spikey remains a key member of Spanish lessons and our external Spanish teacher continues to follow our 'Priestley Values' which helps us all to learn like Spikey. Children are rewarded and praised for Having Respect for All, Giving Everything a Go, Cooperating, Taking Responsibility, Sharing Great Ideas, Staying Focused and Thinking Things Through.

Implementation

Placing learning at the heart of everything we do.

Lessons are sequenced in our Priestley Pathway so that prior learning is considered and opportunities for revision of language and grammatical concepts are built into lessons. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of Spanish-speaking countries and communities.

The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. Throughout their learning children are reminded to 'Learn like Spikey' so they can fully maximise the benefits and time in their lessons.

Impact

Priestley and Proud

The impact of the school's curriculum will be constantly evaluated as we place learning at the heart of everything we do. Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent, with key Spanish vocabulary displayed during lessons, spoken and used by all learners. We want to ensure that Spanish is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, pupil conferencing, lesson pop-ins, child-led assessment such as KWL grids and summative assessments aimed at targeting next steps in learning. These assessment activities will be reviewed against the subject area's ageappropriate expectations shared in the 'Priestley Pathway' with Class Teachers reporting on those children achieving below, inline or above expectations.



Listening & Comprehension

- understand a range of familiar spoken phrases – e.g. teacher's instructions, days of the week, a few words in a song, colours and numbers, basic phrases concerning myself, my family and school.
- 2. respond to a clear model of language.
- 3. listen to and accurately repeat particular phonemes in songs and rhymes and make links to spellings.
- notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.





Speaking

- 2. know how to pronounce all single letter sounds.
- 3. imitate correct pronunciation with some success.
- 4. answer simple questions and give basic information.
- 5. show an awareness of sound patterns.
- 6. be clearly understood.





Linguists in Year Three & Four

Will be able to:

Reading & Comprehension

- 1. recognise some familiar words and phrases in written form.
- 2. read some familiar words aloud using mostly accurate pronunciation.
- 3. learn and remember new words encountered in reading.
- 4. show an understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.



Writing

- 1. write single words and short phrases from memory.
- 2. record descriptive sentences using a word bank.
- 3. use a range of adjectives to describe things in more detail, such as describing someone's appearance.
- 4. write descriptive sentences using a model but supplying some words from memory.





Meetings and Greetings

Hello – hola Good Morning – Buenos dias Good Afternoon – Buenos tardes
Good night – Buenos noches Goodbye – Adiós My name is – Me llamo
What is your name? - ¿Cómo te llamas? How are you? - ¿Qué tal? Great – Estupendo
Very well – Muy bien Well – Bien So-so – Regular Bad – Mal

Numbers and Saying your Age

How old are you? - ¿Cuántos años tienes? I am years old - Tengo años

0 - Cero 1 - Uno 2 - Dos 3 - Tres 4 - Cuatro 5 - Cinco 6 - Seis 7 - Siete

8 - Ocho 9 - Nueve 10 - Diez 11 - Once 12 - Doce 13 - Trece

14 - Catorce 15 - Quince

Actions

Applaud – aplaude Put – pon Put your hand up – levante la mano
Put your hand down – baja la mano Cross your arms – cruza los brazos Take – toca Silence – silencio

Classroom Instructions

Sit down – sientate Stand Up – levantate Tuck your chair in – arregla las sillas Quiet – callate

Listen – escucha Look – mira Look at me – mirame Repeat – repite

Tidy your table – recoge la mesa Let's go – vamos



Colours

What colour is it? - ¿Es de qué color? Red – rojo Blue – azul Yellow – amarillo

Green – **verde** Black – **negro** White – **blanco** Orange – **naranja** Pink – **rosa**

Purple – **violeta** Brown – **marrón** Grey – **gris**

Parts of the body

This is – aqui esta These are – aqui estan Head – la cabeza Eyes – los ojos Nose – la nariz

Ears – las orejas Mouth – la boca Tooth – el diente Hair – el pelo Shoulders – los hombros

Arm – el brazo Legs – las piernas Hand – la mano Feet – los pies Body – el cuerpo

Clothes

skirt - una falda trousers - unos pantalones jumper - un jersey tshirt - una camiseta
shirt - una camisa shorts -unos pantalones cortos dress - un vestido hoodie - una sudadera
trainers - unas zapatillas shoes - unos zapatos socks - unos calcetines

Articles

The (masc, sing) – el The (fem, sing) – la The (masc, plur) – los The (fem, plur) – las a (masc) – un a (fem) – una some (masc) – unos some (fem) – unas



Food

an apple - una manzana two pears - dos peras three plums -tres ciruelas
four strawberries - cuatro fresas five oranges - cinco naranjas a cake - un pastel
an ice cream - un helado a sandwich - un bocadillo a piece of cheese - un trozo de queso
a sausage - un salchicha a lollypop - un piruleta a cupcake - una Magdalena ham - jamon
bread - pan a piece of watermelon - un trozo de sandia

Opinions

Do you like (singular)? - ¿Te gusta? Do you like (plural)? - ¿Te gustan? I love (singular) – Me encanta

I love (plural) – Me encantan

I don't like (singular) – No me gusta

I don't like (singular) – No me gusta

I don't like (singular) – No me gusta

Members of the family

Who's this? - Quien es? me - yo my - mi (sing) mis (plural) parents - padres

mother – madre father – padre brother - hermano sister - hermana grandmother - abuela

grandfather - abuelo grandparents – abuelos family – familia stepfather - padrastro

stepmother – madrastra stepbrother – hermanastro stepsister – hermanastra

here is/are. - aqui esta/n





Animals

dog – un perro cat – un gato tortoise – una tortuga a hamster/hamsters – un hámster/hamsters

a fish/ fish (plural) – un pez/ peces a bird – un pájaro a mouse/mice - un ratón/ratones a guinea pig – una cobaya a rabbit – un conejo a snake – una serpiente

Do you have pets? - ¿Tienes animales? I have/ you have – tengo/ tienes

In my pencil case

pencil case – el/un estuche pencil – el/un lápiz pen – el/un bolígrafo felt tip pen - el/un rotulador coloured pencil - el/un lápiz de color pencil sharpener - el/un sacapuntas ruler - la/una regla eraser - la/una goma What's in your pencil case? - ¿Qué hay en tu estuche? true – verdad false – mentira in my pencil case – en mi estuche I have – tengo

Places around the school

places around the school - los lugares de la escuela classroom — la clase library — la biblioteca music room - la clase de música playground — el patio playing field — las canchas assembly hall - el salón de actos IT room - la clase de informática (male) headteachers office - la oficina del director directora

school canteen - **el comedor** school reception - **la recepción** corridor - **el pasillo** staffroom - **la sala de profesores** Where are you? - ¿Dónde estás? I am in/on - Estoy en...

They are in/on - Está en...





In my classroom

classroom – la clase door – la puerta window – la ventana table – la mesa chair – la silla computer – el ordenador book – el libro lights – las luces Where is it? - ¿Dónde está...?

Where are they? - ¿Dónde están...? Here it is/they are - aquí está/están

Days of the week

Monday – Lunes Tuesday – Martes Wednesday – Miércoles Thursday – Jueves
Friday – Viernes Saturday – Sábado Sunday – Domingo week – semana What day is it? - ¿Qué día es?

Numbers to 31

eleven – once twelve – doce thirteen – trece fourteen – catorce

fifteen – quince sixteen – dieciséis seventeen – diecisiete eighteen – dieciocho

nineteen – diecinueve twenty – veinte twenty-one – veintiuno twenty-two –

veintidós twenty-three – veintitrés twenty-four – veinticuatro twenty-five – veinticinco

twenty-six – veintiséis twenty-seven – veintisiete twenty-eight – veintiocho

twenty-nine – veintinueve thirty – treinta thirty-one - treinta y uno

My Birthday

my – mi your – tu birthday - el cumpleaños When is your birthday? - ¿Cúando es tu cumpleaños?

My birthday is - Mi cumpleaños es... What date is it? - ¿Qué fecha es?

Happy Birthday - Cumpleaños feliz calendar - el calendario today – hoy yesterday – ayer

tomorrow – mañana it is – es it was – era it will be - será

Listening & Comprehension

- understand the main points from a spoken passage made up of familiar language – e.g. short rhyme or song, basic telephone message
- 2. summarise in English the key points of what I have heard in the target language.
- identify different ways to spell key sounds and select the correct spelling of a familiar word.

Reading & Comprehension

- read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- 2. learn a song or poem using the written text for support.
- use dictionaries to extend vocabulary on a given topic and develop my ability to use different strategies to work out the meaning of unfamiliar words.

Speaking



- 2. talk about personal interests.
- 3. know how to pronounce some letter strings

Linguists in Year Five

Will be able to:



Writing

- 1. write phrases and some simple sentences from memory.
- write a short text such as an email with support from a word/phrase bank.
- 3. use a wide range of adjectives to describe people and things and use different verbs to describe actions.







- understand the main points and some of the detail from a short-spoken passage _ e.g. sentences describing what people are wearing, an announcement.
- 2. apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.



Reading & Comprehension

- read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.
- 2. attempt to read a range of texts independently, using different strategies to make meaning.
- use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.



Speaking

- 1. take part in a simple conversation.
- 2. express an opinion.
- 3. know how to pronounce a range of letter strings.
- begin to understand how accents change letter.
 My pronunciation is becoming more accurate, and intonation is being developed.



Will be able to:



Writing

- write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.
- select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.
- 3. begin to use some adverbs.







Spanish Speaking Cities

What city is it? - ¿Qué ciudad es? Madrid Barcelona Sevilla Where do you live? - ¿Dónde vives?

I live in... - Vivo en...

Valencia

Santander Zaragoza

Lima Caracas

Buenos Aires Ciudad de Mexico

In my town

in my town – **en mi ciudad** there is/there are – **hay** there isn't/there aren't – **no hay** What is there in your city? - ¿Qué hay en tu ciudad? a school – una escuela a museum – un

museo

a pharmacy – una farmacia a train station - una estación de trenes

a supermarket - un supermercado a cinema – un cine a café - una cafeteria a park – un

parque a market – un mercado a bank – un banco

Counting in tens

20 – veinte 30 – treinta 40 – cuarenta tens – las decenas 10 – **die**z 50 -

cincuenta

60 – sesenta 70 – setenta 80 – ochenta 90 – noventa 100 – cien

Addresses

What's you address - ¿Cuál es tu dirección? My address is - Mi dirección es... street – la calle square – la plaza number – número avenue – la avenida



Directions

directions - las direcciones to the left - a la izquierda to the right - a la derecha go straight - todo recto instructions - las instrucctiones turn right - gira a la derecha turn left - gira a la izquierda turn - gira stop! - ¡parar! actions - las acciones How do I get to ... please? - ¿Cómo se va a....por favor? to + masc noun - al to + fem noun - a la first - primera second - segunda third - tercera

More food

apple – la manzana orange – la naranja banana - el plátano strawberry - la fresa peach - el melocotón cranberry - el arándano apricot - el albaricoque pear – la pera vegetables - las verduras pepper – un pimiento onion – una cebolla potato – una patata pea - un guisante carrot - una zanahoria courgette - un calabacín cauliflower - una coliflor mushroom - un champiñón

Shopping

Where can I buy? - ¿Dónde puedo comprar...? you can buy - puedes comprar it (masc/fem) – lo/la them (masc/fem) – los/las in – en how much is it? - ¿Cuánto vale?

How much are they? - ¿Cuánto valen? It'seuros - Son ... euros It's cents - Son ... céntimos It's euros and ... cents - Son ... euros con ... céntimos the change – el cambio

here is the change - aquí tienes el cambio

Countries and Continents

continents - los continents Africa — África — Antarctica — Antártida — Asia — Asia — North America - América del Norte — South America - América del Sur — Europe — Europa — Oceania — Oceanía — What continent is it? - ¿Qué continente es?

What continent is it in? - ¿En qué continente está? It's in... - Está en... — Argentina — Argentina





Countries and Continents cont.

Chile – Chile Columbia – Colombia Ecuador – Ecuador Spain – España Mexico – México Peru – Peru Venezuela – Venezuela Where is Spanish spoken? - ¿Dónde se habla Español? Spanish is spoken in.. - Se habla español en...

Capital Cities

What's the capital city of...? - ¿Cuál es la capital de...? The capital is ... – La capital es..

United Kingdom - El Reino Unido Northern Ireland - Irlanda del Norte Scotland – Escocia

England – Inglaterra Wales – Gales What country is it? - ¿Qué país es?

Where do you live? - ¿Dónde vives? London – London Edinburgh – Edimburgo

Belfast – Belfast Cardiff – Cardiff

More Animals

a whale – una ballena an American buffalo - un búfalo a kangaroo - un canguro zebra – una cebra a lion - un león a llama – una llama a panda bear - un panda a brown bear – un oso a penguin - un pingüino a reindeer – un reno What continent is it from? - ¿De qué continente es? he/she/it is.. – es from – de

<u>Time</u>

What time is it? - ¿Qué hora es? it is one o'clock - es la una it is two/three/four/five/six/seven/eight/nine/ten/eleven/twelve o'clock - son las dos/tres/cuatro/cinco/seis/siete/ocho/nueve/diez/once/doce half pat - y media quarter past - y cuarto quarter to - menos cuarto



Counting in 5s

5 - cinco 10 - diez 15 - quince 20 - veinte 25 - veinticinco 30 - treinta 35 - treinta y cinco 40 - cuarenta 45 - cuarenta y cinco 50 - cincuenta 55 - cincuenta y cinco 60 - sesenta There are ... minutes - Hay... minutos How many minutes are there from ... to ...? - ¿Cuántos minutos hay de... a...?

What's on TV?

before - antes de after - después de What's on TV at...? - ¿Qué hay en la televisión a...?

there is – hay at one o'clock – a la una at half past two - a las dos y media read – lee

answer – contesta questions – las preguntas speak – habla your turn – tu turno

What's on TV at...? - ¿Qué hay en la televisión a...? What's on TV before...? - ¿Qué hay en la televisión antes

de...? What's on TV after? - ¿Qué hay en la televisión después de...?

Sports

to play football - jugar al fútbol to play basketball - jugar al baloncesto to play tennis - jugar al tenis
to play volleyball - jugar al vóleibol to do swimming - hacer natación to do cycling hacer ciclismo to do yoga - hacer yoga to do sailing - hacer vela

Weather

weather – el tiempo What's the weather like? - ¿Qué tiempo hace? it's sunny – hace sol it's hot – hace calor it's cold - hace frío it's windy - hace viento the weather is nice - hace buen tiempo the weather is bad - hace mal tiempo it's raining – llueve it's snowing – nieva it's cloudy - está nublado today – hoy in – en





Seasons

spring – primavera summer – el verano autumn - el otoño winter - el invierno seasons - las estaciones Which season is...in? - ¿En qué estación es...? he/she/it is – es

Which season are ... in? - ¿En qué estación son...? they are – son

Holiday Activities

What do you like to do during the holidays? - ¿Qué te gusta hacer durante las vacaciones?

to take photos – sacar fotos to sunbathe – tomar el sol to go to the beach – ir a la playa
to go to the pool – ir a la piscina to go shopping – ir de compras to go to the cinema – ir al cine
to go to the restaurant – ir al restaurante to go for a walk – ir de paseo who with? - ¿Con quién?
with – con my mum/dad – mi madre/padre my parents – mis padres

my sister/brother – mi hermana/hermano my grandparents – mis abuelos my friends – mis amigos

Opinions

I love – me encanta I like – me gusta I don't like – no me gusta I hate – odio

Do you like.....? - ¿Te gusta...? What activity is it? - ¿Qué actividad es?