

**Spanish- Lower Key Stage Two**

| <u>Pupils should be taught to:</u>  | <b>How we do this in Y3</b>   | <b>How we do this in Y4</b>  | <u>Resources</u>  | <u>Vocabulary</u>   | <u>Notes</u>   |
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| <p><u>listen attentively to spoken language and show understanding by joining in and responding</u></p> | <p>Introduction to the language we will be learning and why we are learning this language.</p> <p>Greetings, introductions, answer questions about how they are feeling, colours, numbers, days, school subjects.</p> <p>CRM</p> <p>Speaking and Listening - he/she can recognise and respond to sound patterns and words.</p> <p>Speaking and Listening -he/she can respond to topic related questions with a simple answer.</p> <p>Speaking and Listening - he/she can understand instructions,</p> | <p>Continue to embed already taught vocabulary and introduce new vocabulary- pets, farm and zoo animals, festivals, numbers to 100, time, Birthdays, countries, Spanish and British cities, directions.</p> <p>CRM</p> <p>Speaking and Listening - he/she can identify and note the main points of a short spoken passage.</p> | <p>Yr 3<br/>Comic<br/>life/powerpoint</p> <p>Yr 4<br/><a href="https://www.youtube.com/watch?v=DVV0NNzI4kQ">https://www.youtube.com/watch?v=DVV0NNzI4kQ</a></p> | <p>Yr 3<br/>Hola<br/>Buenas Dias<br/>Adios</p> <p>Yr 4<br/>Un libro<br/>Un estuche<br/>Un lapis<br/>Un boli<br/>Por favour<br/>Muchas gracias<br/>Da.... A<br/>Una mesa<br/>Una silla<br/>Una goma<br/>Una regla<br/>Por favour<br/>Muchas gracias<br/>Hay<br/>Numbers up to 20</p> | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.<br/>Word time-reading-assisted sounds/ independent sounds.<br/>Word time-spelling and writing sentences.</p> |

everyday classroom language  
and praise words.

Yr 4

Animals

Numbers up to  
40

treinta y  
uno, treinta y  
dos, treinta y  
cuatro, treinta y  
cinco, treinta y  
seis, treinta y  
ocho, treinta y  
nueve, cuarenta  
cincuenta,  
sesenta,  
setenta,  
ochenta,  
noventa, cien,  
y,

Que pais es?

Que pais es

este? Inglaterra,

Gales, Escocia

Irlanda del

Norte, Irlanda,

Belgica, Suiza,

Austria,

Portugal, Grecia

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|   |   |  |  | Una brujula, El norte, El sur, El este, El oeste  |  |
| <u>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</u> | <p>Learn how to count, the days of the week and the months of the year in Spanish through song.</p> <p>CRM</p> <p>Speaking and Listening - he/she can recognise and respond to sound patterns and words.</p> <p>Speaking and listening - he/she can listen to/respond to simple rhymes, stories and songs</p> | <p>Learn how to count and tell the time through Spanish songs.</p> <p>CRM</p> <p>Reading - he/she can use sounds to help identify written words.</p> | <p>Yr3</p> <p><a href="https://www.youtube.com/watch?v=8ydJr1s8xl">https://www.youtube.com/watch?v=8ydJr1s8xl</a></p> <p><a href="https://www.youtube.com/watch?v=XZB5qFN6Z9Y">https://www.youtube.com/watch?v=XZB5qFN6Z9Y</a></p> <p><a href="https://www.youtube.com/watch?v=8d1TAijPaG4">https://www.youtube.com/watch?v=8d1TAijPaG4</a></p> <p>Yr4</p> <p><a href="https://www.youtube.com/watch?v=DVV0NNzI4kQ">https://www.youtube.com/watch?v=DVV0NNzI4kQ</a> (numbers)</p> <p><a href="https://www.youtube.com/watch?v=XFvRh5Pm">https://www.youtube.com/watch?v=XFvRh5Pm</a></p> | <p>Yr 3</p> <p>Cero</p> <p>Uno</p> <p>Dos</p> <p>Tres</p> <p>Cuatro</p> <p>Cinco</p> <p>Seis</p> <p>Siete</p> <p>Ocho</p> <p>Nueve</p> <p>Diez</p> <p>Numbers up to 20</p> <p>lunes</p> <p>Monday</p> <p>martes</p> <p>Tuesday</p> <p>miércoles</p> <p>Wednesday</p> <p>jueves</p> <p>Thursday</p> <p>viernes</p> <p>Friday</p> | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:</p> <p>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.</p> <p>Word time-reading-assisted sounds/independent sounds.</p> <p>Word time-spelling and writing sentences.</p> |

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|   |  |  | <p>Ud4 (time)<br/>Happy Birthday<br/><a href="https://www.youtube.com/watch?v=56OXP92SU">https://www.youtube.com/watch?v=56OXP92SU</a><br/>BQ (Spanish alphabet)</p> | <p>sábado<br/>Saturday<br/>domingo<br/>Sunday</p> <p>clip-<br/><a href="https://www.youtube.com/watch?v=XZB5qFN6Z9Y">https://www.youtube.com/watch?v=XZB5qFN6Z9Y</a></p> <p>Yr 4<br/>Numbers up to 100<br/>¿Qué hora es?<br/>Hora Es la una,<br/>son las dos,<br/>tres, cuatro,<br/>cinco, seis, siete,<br/>ocho, nueve,<br/>diez, once, doce</p> |  |
| <p><u>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</u></p> | <p>Write and speak a conversation.</p> <p>CRM</p> <p>Speaking and Listening -he/she can respond to topic related questions with a simple answer.</p> | <p>Answer questions about animals, Birthdays, countries, cities and directions.</p> <p>CRM</p> <p>Speaking and Listening he/she can use mainly memorised language, or can occasionally</p> | <p>Yr 3<br/>Comic<br/>life/powerpoint</p> <p>Yr 4<br/>Atlas/maps</p>   | <p>Yr 3<br/>Muy bien good,<br/>Excelente excellent,<br/>Estupendo wonderful,<br/>Regular ok</p>   | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:</p> |

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|  | <p>Speaking and Listening - he/she can understand instructions, everyday classroom language and praise words.</p> | <p>substitute items of vocabulary to vary questions or statements.</p> | <p>Fatal bad, ¿Qué tal? , ¿Cómo estás?<br/>         Como te llamas, Me llama es.....<br/>         Hola , Adios, Buenos dias<br/>         Senorita, Senor, Buenos Tardes, Buenos noches</p> <p>Donde vives<br/>         Vivo en Inglaterra<br/>         Birmingham<br/>         Commo te llamas?<br/>         Tengo anos<br/>         tienes<br/>         Que tal?<br/>         Cuantos anos tienes?<br/>         Donde vevies?</p> <p>Donde vives en?<br/>         Vivo en? El/ella vive en<br/>         Yr4<br/>         Que pais es?<br/>         Que pais es</p> | <p>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.</p> <p>Word time-reading-assisted sounds/<br/>         independent sounds.</p> <p>Word time-spelling and writing sentences.</p> |
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|   |  |   |  | este? Inglaterra, Gales, Escocia Irlanda del Norte, Irlanda, Belgica, Suiza, Austria, Portugal, Grecia  |   |
| <u>Speak in sentences, using familiar vocabulary, phrases and basic language structures</u> | <p>Write and speak a conversation. Recount events. Speak about their families.</p> <p>CRM</p> <p>Speaking and Listening -he/she can respond to topic related questions with a simple answer.</p> | <p>Tell the time. Speak about their Birthday, countries, cities and directions.</p> <p>CRM</p> <p>Speaking and Listening -he/she can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements.</p> <p>Speaking and Listening - he/she can use short phrases to express personal responses for example, likes, dislikes and feelings.</p> | <p>Yr3<br/>Comic<br/>life/powerpoint</p> <p>Yr4<br/>Atlas/maps</p> | <p>Yr 3<br/>Hola<br/>Buenas Dias<br/>Adios<br/>Un libro<br/>Un estuche<br/>Un lapis<br/>Un boli<br/>Por favour<br/>Muchas gracias<br/>Da.... A<br/>Una mesa<br/>Una silla<br/>Una goma<br/>Una regla<br/>Por favour<br/>Muchas gracias<br/>Hay<br/>Numbers up to 20</p> | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.<br/>Word time-reading-assisted sounds/independent sounds.<br/>Word time-spelling and writing sentences.</p> |

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|  |  |  |  | <p>Yr 4<br/>Animals<br/>Numbers up to<br/>40<br/>treinta y<br/>uno, treinta y<br/>dos, treinta y<br/>cuatro, treinta y<br/>cinco, treinta y<br/>seis, treinta y<br/>ocho, treinta y<br/>nueve, cuarenta<br/>cincuenta,<br/>sesenta,<br/>setenta,<br/>ochenta,<br/>noventa, cien,<br/>y,<br/>Que pais es?<br/>Que pais es<br/>este? Inglaterra,<br/>Gales, Escocia<br/>Irlanda del<br/>Norte, Irlanda,<br/>Belgica, Suiza,<br/>Austria,<br/>Portugal, Grecia</p> |
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|  |   |  |   | Una brujula, El norte, El sur, El este, El oeste  |   |
| <u>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</u> | <p>Write and speak a conversation. Recount events. Speak about their families.</p> <p><b>CRM</b></p> <p>Speaking and Listening -he/she can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.</p> <p>Reading - he/she can read aloud a familiar sentence, rhyme or poem.</p> | <p>Tell the time. Speak about their Birthday, cities, countries and directions.</p> <p><b>CRM</b></p> <p>Speaking and Listening - he/she can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements.</p> <p>Speaking and Listening - he/she can use generally accurate pronunciation when reading aloud or using familiar words or phrases.</p> <p>Speaking and Listening - he/she can use short phrases to express personal responses for example, likes, dislikes and feelings.</p> | <p>Yr 3<br/>Comic life/powerpoint<br/><a href="https://www.youtube.com/watch?v=zpLQSdu4V94">https://www.youtube.com/watch?v=zpLQSdu4V94</a> (recite a poem)</p> <p>Yr 4<br/>Clocks, atlas, maps</p> | <p>Yr 3<br/>Muy bien good, Excelente excellent, Estupendo wonderful, Regular ok Fatal bad, ¿Qué tal? , ¿Cómo estás?<br/>Como te llamas, Me llama es.....<br/>Hola , Adios, Buenos dias<br/>Senorita, Senor, Buenos Tardes, Buenos noches<br/>Me llamo..... (my name is) Se llama(his/her name is).....<br/>?Quien es?<br/>(Who is this? Este es/<br/>Eta es (this is)<br/>Mi (my)</p> | <p>. Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.<br/>Word time-reading-assisted sounds/independent sounds.<br/>Word time-spelling and writing sentences.</p> |

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|  |  |  |   | <p>El (a)<br/> Mi padre, mi madre, mi hermano (brother) mi hermanos (my brothers/my siblings), mi hermana (my sister) mi hermanas (mysisters)<br/> Mi abuelo (grandfather) ,mi abuela (grandmother)</p> <p>Yr4</p> |  |
| <p><u>present ideas and information orally to a range of audiences</u></p> | <p>Present Spanish songs and poems.<br/> Present what they do in school over a week.<br/> Memorise and present a play.</p> <p><b>CRM</b></p> <p>Speaking and Listening -he/she can take part in brief prepared tasks of at least two or three exchanges, using visual or other</p> | <p>Tell the time.<br/> Speak about their Birthday, cities, directions and countries.<br/> Read a story.</p> <p>Speaking and Listening - he/she can use generally accurate pronunciation when reading aloud or using familiar words or phrases.</p> | <p>Yr 3<br/> play <a href="https://agreenm.ouse.com/hola-me-llamo-billy-spanish-listening-for-kids/">https://agreenm.ouse.com/hola-me-llamo-billy-spanish-listening-for-kids/</a></p> <p>Yr 4<br/> El nabo gigante (The Giant</p> | <p>Yr 3<br/> Muy bien good, Excelente excellent, Estupendo wonderful, Regular ok Fatal bad, ¿Qué tal? , ¿Cómo estás?<br/> Como te llamas, Me llama es.....</p>   | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/> New or review sound-give purpose, hear and say, read, review sounds. Write, speed write,</p> |

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|  | <p>cues to help them initiate and respond.</p> <p>Speaking and Listening - he/she can memorise and present a short spoken text.</p>   | <p>Speaking and Listening - he/she can use short phrases to express personal responses for example, likes, dislikes and feelings.</p> | <p>Turnip).</p>   | <p>Hola , Adios, Buenos dias<br/>Senorita, Senor, Buenos Tardes, Buenos noches</p> <p>Plus the days of the week.<br/>Yr 4</p>  | <p>sound talk.<br/>Word time-reading-assisted sounds/<br/>independent sounds.<br/>Word time-spelling and writing sentences.</p>  |
| <p><u>read carefully and show understanding of words, phrases and simple writing</u></p> | <p>Read Spanish texts and poems.<br/>Answer questions about a school day-TAKE OUT AS YEAR 5 DO SUBJECTS</p> <p>CRM</p> <p>Reading - he/she can understand short texts and dialogues, made up of familiar language, printed in books or word processed.</p> <p>Reading - he/she can read aloud a familiar sentence, rhyme or poem.</p> | <p>Read simple stories.</p> <p>CRM</p> <p>Reading- he/she can use sounds to help identify written words.</p>                          | <p>Yr 3<br/>Dias semillas</p> <p>Yr 4<br/>El nabo gigante (The Giant Turnip).</p> | <p>Yr 3<br/>Donde vives en?<br/>Vivo en? El/ella vive en<br/>Ratoncito rat, agujero hole, abejas bee, nuestra colmena our hive, pajaro parrot , nido nest, pez fish, agua water, rana frog, vivo debajo de una hoja, I live under a leaf. Pequeno caracol little snail</p> | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.<br/>Word time-reading-assisted sounds/<br/>independent sounds.<br/>Word time-spelling and writing sentences.</p> |

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|   |  |   |  | <p>The final page says<br/>I lift my home<br/>over my back<br/>and it comes<br/>with me<br/>everywhere.<br/>Plus the days of<br/>the week.</p> <p>Yr 4<br/>el nabo gigante,<br/>crece, dice, sr,<br/>sra, no sale,<br/>tira,<br/>¿Qué hora es?<br/>Hora Es la una,<br/>son las dos,<br/>tres, cuatro,<br/>cinco, seis, siete,<br/>ocho, nueve,<br/>diez, once, doce</p> |   |
| <p><i>appreciate stories, songs, poems and rhymes in the language</i></p> | <p>Learn Spanish songs and poems.</p> <p>CRM</p> <p>Speaking and Listening - he/she can recognise and respond to sound patterns and words.</p> | <p>Understand the story of El nabo gigante (The Giant Turnip).</p> <p>CRM</p> <p>Reading- he/she can use sounds to help identify written words.</p> | <p>Yr 3<br/><a href="https://www.youtube.com/watch?v=8ydJr1s8xl">https://www.youtube.com/watch?v=8ydJr1s8xl</a></p> <p><a href="https://www.youtube.com/watch?v=XZB5qFN6Z9Y">https://www.youtube.com/watch?v=XZB5qFN6Z9Y</a></p> | <p>Yr 3<br/>Cero<br/>Uno<br/>Dos<br/>Tres<br/>Cuatro<br/>Cinco<br/>Seis<br/>Siete</p>   | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>New or review sound-give purpose, hear and</p> |

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|  |  |  | <p><a href="https://www.youtube.com/watch?v=8d1TAijPaG4">https://www.youtube.com/watch?v=8d1TAijPaG4</a></p> <p>Yr 4</p> <p><a href="https://www.youtube.com/watch?v=DVVoNNzI4kQ">https://www.youtube.com/watch?v=DVVoNNzI4kQ</a></p> <p>El nabo gigante (The Giant Turnip)</p> <p><a href="https://www.youtube.com/watch?v=XFvRh5PmUd4">https://www.youtube.com/watch?v=XFvRh5PmUd4</a> (time)</p> | <p>Ocho</p> <p>Nueve</p> <p>Diez</p> <p>lunes</p> <p>Monday</p> <p>martes</p> <p>Tuesday</p> <p>miércoles</p> <p>Wednesday</p> <p>jueves</p> <p>Thursday</p> <p>viernes</p> <p>Friday</p> <p>sábado</p> <p>Saturday</p> <p>domingo</p> <p>Sunday</p> <p>clip-</p> <p><a href="https://www.youtube.com/watch?v=XZB5qFN6Z9Y">https://www.youtube.com/watch?v=XZB5qFN6Z9Y</a></p> <p>Yr 4</p> <p>el nabo gigante, crece, dice, sr, sra, no sale, tira, ¿Qué hora es?</p> | <p>say, read, review sounds. Write, speed write, sound talk.</p> <p>Word time-reading-assisted sounds/ independent sounds.</p> <p>Word time-spelling and writing sentences.</p> |
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|   |  |  |  | <p>Hora Es la una,<br/>son las dos,<br/>tres, cuatro,<br/>cinco, seis, siete,<br/>ocho, nueve,<br/>diez, once, doce</p>   |   |
| <p><u>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</u></p> | <p>Learn vocabulary through games such as Simon Says and flashcards.</p> <p>CRM</p> <p>Reading - he/she can understand short texts and dialogues, made up of familiar language, printed in books or word processed.</p> <p>Reading - he/she can read aloud a familiar sentence, rhyme or poem.</p> | <p>Use a dictionary to understand how festivals are celebrated in Spain, label countries and how to tell the time/describe parts of the day.</p> <p>CRM</p> <p>Reading - he/she can use a bilingual dictionary or glossary to look up new words.</p> | <p>Yr 3<br/> <a href="http://www.bbc.co.uk/education/clips/zcm8q6">http://www.bbc.co.uk/education/clips/zcm8q6</a> (weather)<br/> <a href="https://www.youtube.com/watch?v=zplQSdu4V94">https://www.youtube.com/watch?v=zplQSdu4V94</a><br/>           (colours)</p> <p>Yr 4<br/> <a href="https://www.youtube.com/watch?v=DVV0NNzI4kQ">https://www.youtube.com/watch?v=DVV0NNzI4kQ</a><br/> <a href="http://www.bbc.co.uk/schools/primarylanguages/spanish/culture_and_places/festivals/">http://www.bbc.co.uk/schools/primarylanguages/spanish/culture_and_places/festivals/</a></p> | <p>Yr 3<br/>           Simon dice<br/>           ¡ Escuchad!<br/>           ¡ Mirad!<br/>           ¡ Miradme!<br/>           Dad<br/>           Dadme<br/>           sentar<br/>           Silencio<br/>           Muy Bien<br/>           (los)Chicos<br/>           (las)Chica(s)</p> <p>Plus all the other vocabulary referenced.</p> <p>Yr 4<br/>           De la mañana<br/>           De la tarde<br/>           De la noche</p> | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/> <b>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.</b><br/> <i>Word time-reading-assisted sounds/independent sounds.</i><br/> <i>Word time-spelling and writing sentences.</i></p> |

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|  |   |   |                               | <p>Es la hora de comer<br/>         Es la hora de almorzar<br/>         Levantarse<br/>         Es la hora de desayunar<br/>         Es la hora de comer<br/>         Leer<br/>         El recreo</p>  |  |
| <p><u>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</u></p> | <p>Write short sentences introducing themselves.<br/>         Recount a school day.</p> <p>CRM</p> <p>Writing - he/she can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.</p> | <p>Write a letter to a penpal.</p> <p>CRM</p> <p>Reading- he/she can use sounds to help identify written words.</p> <p>Writing - he/she can write words and short phrases from memory with comprehensible spelling.</p> | <p>Yr 3<br/>         Yr 4</p> | <p>Yr 3<br/>         Key numbers 1-20<br/>         Excelente, estupendo, muy bien, fatal, regular, tango<br/>         ____ anos, meses, vivo en.... soy... siento</p> <p>Estudio - I study, Estudio mucho. - I study a lot, la música – Music, la historia – History, la</p> | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>         New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.<br/>         Word time-reading-assisted sounds/independent sounds.<br/>         Word time-spelling and writing sentences.</p> |

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|  |   |                                 |      | <p>geografía -<br/>         Geography<br/>         las ciencias –<br/>         Science, la<br/>         informática –<br/>         ICT, las<br/>         matemáticas -<br/>         Maths<br/>         la educación<br/>         física - PE<br/>         (Physical<br/>         Education)<br/>         Ahora tengo<br/>         informática. -<br/>         I've got ICT<br/>         now.<br/>         Mañana, tengo<br/>         matemáticas. -<br/>         I've got maths<br/>         tomorrow.<br/>         Me gusta la<br/>         geografía. - I like<br/>         Geography.<br/>         No me gustan<br/>         las ciencias. - I<br/>         don't like<br/>         Science<br/>         Yr 4</p> |  |
| <u>describe people, places, things and</u> | Describe themselves and others from given criteria. | Describe festivals and animals. | Yr 3 | Yr 3   | Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is |

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| <p><u>actions orally and in writing</u></p>   | <p>CRM</p> <p>Writing - he/she can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.</p>   | <p>CRM</p> <p>Writing - he/she can write words and short phrases from memory with comprehensible spelling.</p>  | <p>Yr 4</p>   | <p>Soy ingles/inglesa<br/>Soy gales<br/>Soy galesa<br/>Soy irlandes<br/>Soy espanola<br/>Soy frances</p> <p>Yr 4</p>   | <p>able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.<br/>Word time-reading<br/>Assisted sounds/Independent sounds<br/>Word time-spelling and writing sentences.</p>   |
| <p><u>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to</u></p> | <p>Write a fact file about what they have learnt in Spanish.<br/>Write about their school day.<br/>Understand a play.</p> <p>CRM</p> <p>Speaking and Listening -he/she can respond to topic related questions with a simple answer.</p> <p>Reading - he/she can understand short texts and dialogues, made up of familiar</p> | <p>Describe a haunted house using masculine and feminine nouns.<br/>Create a card for a festival.<br/>Write a letter to a penpal.</p> <p>CRM</p> <p>Speaking and Listening -he/she can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements.</p> | <p>Yr 3<br/>play<br/><a href="https://agreenm.ouse.com/hola-me-llamo-billy-spanish-listening-for-kids/">https://agreenm.ouse.com/hola-me-llamo-billy-spanish-listening-for-kids/</a></p> <p>Yr 4<br/>Powerpoint<br/><a href="http://www.bbc.co.uk/schools/pprimarylanguages/spanish/culture_and_places/fes">http://www.bbc.co.uk/schools/pprimarylanguages/spanish/culture_and_places/fes</a></p> | <p>Yr 3<br/>All referenced vocabulary</p> <p>Yr 4<br/>All referenced vocabulary</p> <p>nouns, adjectives, masculine, feminine, article, noun agreement, singular</p> | <p>Differentiation is not decided by who is SEND or WTS or EXS or GD in other areas, but who is able to communicate in Spanish effectively/remembers the new vocabulary.</p> <p>Differentiation is through outcome, exposure to new/different/formal vocabulary.</p> <p>Teaching sequence:<br/>New or review sound-give purpose, hear and say, read, review sounds. Write, speed write, sound talk.<br/>Word time-reading-assisted sounds/Independent sounds.<br/>Word time-spelling and writing sentences.</p> |

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| <p><i>apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></p> | <p>language, printed in books or word processed.</p> <p>Writing - he/she can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.</p> | <p>Reading- he/she can use sounds to help identify written words.</p> <p>Writing - he/she can write words and short phrases from memory with comprehensible spelling.</p> | <p><a href="#">tivals/</a></p> |  |  |
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