










## Modern Foreign Language Progression at Gawber Primary School



### Spanish

National Curriculum Aims	National Curriculum Key Stage 2 Foreign Language Subject content.
<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied.</li> </ul>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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 apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>

## Our Key Drivers

<p><b>Curiosity</b></p> 	<p><b><i>We have enquiring minds</i></b></p>	<p>Children at Gawber are encouraged to be curious when it comes to learning a new language. Our curriculum promotes discovery not only through lesson time but also through additional learning at home and in our 5-minute Duo Lingo tasks. Children are encouraged to explore the Spanish language verbally as soon as they begin their education at Gawber. We also encourage our children to explore other languages, not only in MFL but in other areas of the curriculum. We promote children learning from each other where they can, especially if they themselves are able to speak, read or write in a language that is different to English.</p>
<p><b>Respect</b></p> 	<p><b><i>We have increasing self-esteem. We respect ourselves, others and the environment</i></b></p>	<p>Children at Gawber are always respectful when learning about different languages. Learning Spanish helps to equip our children with the knowledge and cultural capital they need to succeed in life and it also helps our children to appreciate and celebrate difference.</p>
<p><b>Independence</b></p> 	<p><b><i>We have the skills to succeed</i></b></p>	<p>At Gawber, we encourage and inspire our children with regards to languages. As well as promoting a love of learning for the Spanish language, we actively encourage our children to pursue other languages that spark their interest. We introduce them to technology that can help them to do this independently such as Duo Lingo.</p>
<p><b>Collaboration</b></p> 	<p><b><i>We can work well together</i></b></p>	<p>Children are given lots of opportunities to work collaboratively in MFL. Oracy is particularly prevalent and the 'Talk for Writing' approach is used to encourage children to orally rehearse and repeat words/ phrases together. Conversational tasks are built into our days so that children are able to collaborate with both peers and adults to have ample opportunities to rehearse.</p>
<p><b>Aspiration</b></p> 	<p><b><i>We achieve high standards in all areas of the 21st century curriculum</i></b></p>	<p>Children at Gawber are encouraged to aspire to be fluent speakers, readers and writers of a language. We know that, at Key Stage 3, children may be introduced to a different MFL rather than continue to study Spanish. Our aim is that our children aspire to continue to learn Spanish but also feel inspired to learn new languages and can apply their understanding of learning languages to this.</p>
<p><b>Resilient</b></p> 	<p><b><i>We seek to build resilience through a focus on wellbeing for mind, body and spirit</i></b></p>	<p>Gawber children know that learning a new language can be tough but through engaging and well thought out sessions, and through additional means that help to recap and refresh our knowledge, children are able to persevere and achieve to their best of their abilities.</p>
<p><b>Creativity</b></p> 	<p><b><i>We think creatively and meet new challenges with a smile</i></b></p>	<p>MFL is taught in a variety of ways at a variety of times. It does not stick to the confinements of a lesson but works its way into parts of our days so that knowing a language is not restricted but becomes part of our everyday life.</p>

## Listening

	EYFS	1	2	3	4	5	6
<b>Listen and understand</b>	Listen to and understand basic greetings to say 'hello.' Recognise a celebratory phrase such as happy birthday.  Listening to numbers to 5.	Listen to and understand basic greetings to say hello and goodbye. Show an understanding of celebratory greetings such as 'happy birthday.'  Listening to numbers to 6.	Listen to and understand basic greetings for morning, afternoon, evening and understand celebratory greetings such as happy birthday and Merry Christmas.	Listen to and understand familiar spoken words and phrases.	Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences.	Listen to and understand the main points and some detail in extended sentences and short passages.	Listen to and understand the main points and key details from a range passages including complex language and reference to past and future tenses.
<b>Listen and recount</b>	Repeat key basic greetings for hello.	Repeat key basic greetings for hello and goodbye.	Follow along and repeat familiar greetings and familiar songs.	Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story.	Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts.	Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts.	Listen to and recount from memory familiar stories, songs, rhymes and poems.
<b>Identify sound-spelling link</b>				Identify phoneme/grapheme links in the target language and use them to aid understanding.	Use strings of phoneme/grapheme links to help understand new words and short phrases.	Listen and apply knowledge of phoneme/grapheme links to help understand extended sentences.	Listen and apply knowledge of phoneme/grapheme links to help understand more complex extended sentences.
<b>Transcribe</b>				Listen to the phoneme or words including the phoneme and transcribe accurately.	Listen to high-frequency familiar words and phrases and transcribe accurately.	Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge.	Listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge

## Speaking

	EYFS	1	2	3	4	5	6
<b>Speak</b>	To say simple greetings such as 'hola.'	To say simple greetings.  To answer the register  To sing familiar songs.  Counting to 6 verbally.	To say simple greetings and understand which greetings to use depending on the time of day.  To say numbers to 10.  To say the days of the week in Spanish.  To say the colours in Spanish.	Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation.	Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation.	Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity.
<b>Listen, understand &amp; respond</b>	To listen to and respond to a simple greeting.	To listen to and respond to a simple greeting and the register.	To listen to and respond greetings, the register and to sing familiar songs.	Ask and answer simple pre-learned questions from memory and use several short phrases and questions.	Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.	Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons.	Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future

## Reading

	EYFS	1	2	3	4	5	6
<b>Read</b>	To recognise when words are written in Spanish.	To make links between images and the words for basic greetings.	To make links between images and the words for colours, days of the week and numbers.	Read and understand some familiar written words and short phrases, sometimes using visual cues.	Read and understand a range of familiar written phrases and simple sentences.	Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts.	Read and understand a variety of texts (for gist or detail) including extended and complex sentences on a range of familiar topics.
<b>Read aloud</b>	Use pictorial clues to aid saying a word aloud for hello.	Read aloud basic greetings with accurate pronunciation.	Read aloud the words for colours, days of the week and numbers.	Read aloud individual words and short phrases with accurate pronunciation.	Read aloud a series of sentences with accurate pronunciation and intonation.	Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning.	Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely.
<b>Use reference materials</b>	Use pictorial clues to aid the understanding of what the meaning of the written word is (saying hello).	Use pictorial clues to aid the understanding of what the meaning of the written word is (basic greetings).	Use pictorial clues to aid the understanding of what the meaning of the written word is (numbers, colours, days of the week).	Identify familiar words in a text.	Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English.	Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to Spanish and Spanish to English.	Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to Spanish and Spanish to English.
<b>Apply phonic knowledge</b>				Read aloud words and short phrases, applying some phonic knowledge.	Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.	Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge.	Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge.

## Writing

	EYFS	1	2	3	4	5	6
<b>Write with support</b>				Write words and short phrases accurately.	Write simple sentences accurately using support such as a sentence builder or word list to check spellings.	Write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.	Write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.
<b>Write independently</b>				Write some familiar simple words from memory, with plausible spelling.	Write several short phrases or sentences from memory with understandable spelling.	Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.	Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.
<b>Adapt a written model</b>				Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	Adapt different elements of a sentence to create new sentences using a sentence builder.	Use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy.	Use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy.
<b>Translate</b>				Translate words from Spanish to English and English to Spanish.	Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.	Translate sentences or short texts from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.	Translate texts including subordinate clauses or complex language from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.

## Phonemes

EYFS	1	2	3	4	5	6
			<p>Soft 'ci' , 'R' phoneme I phoneme A, E, J, R phonemes Hard C phoneme R, U, I, hard g phonemes</p>	<p>soft c, z phonemes a phoneme Hard c, ll, qu, ch, phonemes J, soft c phonemes i phoneme // phoneme</p>	<p>i phoneme j, qu phonemes u phoneme Silent h phoneme hard c phoneme</p>	<p>Recap where necessary i phoneme j, qu phonemes u phoneme Silent h phoneme hard c phoneme</p>

## Grammar

	EYFS	1	2	3	4	5	6
<b>Nouns</b>	<p>Listen to how to address a teacher using Miss/ Mrs/ Mr</p>	<p>Addressing a teacher using (Mr, Miss or Mrs)  Name the numbers</p>	<p>Know the names for numbers to ten, colours and days of the week.</p>	<p>Use nouns with a definite or indefinite article  Be able to speak in sentences to say what something is (es + a noun)</p>	<p>Begin to recognise that most nouns have a plural form which can change how it is pronounced and spelt.  Understand that most adjectives come after the noun.  Names given to family members</p>	<p>Begin to identify personal pronouns – I/you/he/she/we/they  Begin to use 2-3 familiar adjectives correctly in terms of word order and endings.</p>	<p>Identify personal pronouns – I/you/he/she/we/they and use these confidently in sentences.  Use 2-3 familiar adjectives correctly in terms of word order and endings.</p>

<b>Tense</b>	To listen to simple phrases said in the present tense.	To repeat greetings in the present tense	To respond in the present tense.	Begin an understanding of present tense in the first person so that I can understand how grammar is different in Spanish.	Develop an understanding of present tense in the first person so that I can understand how grammar is different in Spanish.	Begin to show an understanding of two or three familiar verbs in the present tense e.g. They eat chocolate, we wear shorts, you have brown eyes	I can apply understanding of conjugation to two or three familiar verbs in the present tense e.g. They eat chocolate, we wear shorts, you have brown eyes
<b>Adjectives</b>			Consider colours as adjectives.	Begin to understand that adjective often come after the noun.	Understand that most adjectives come after the noun.	Begin to use 2-3 familiar adjectives correctly in terms of word order and endings (e.g. size and colour)	Use 2-3 familiar adjectives correctly in terms of word order and endings (e.g. size and colour)
<b>Verbs</b>				I can identify and understand simple commands  To begin to speak in sentences to say what you have (tengo + a noun)	To speak in sentences to say what you have (tengo + a noun)	Begin to parts of the verb tener (tengo, tienes, tiene + a noun), parts of the verb être (soy, eres, es), what you would like (quisiera + a noun) using a series of familiar vocabulary	I can use adverbs when expressing an opinion.  Use parts of the verb tener (tengo, tienes, tiene + a noun), parts of the verb être (soy, eres, es), what you would like (quisiera + a noun) using a series of familiar vocabulary

							<p>Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.</p> <p>I can apply understanding of conjugation to two or three familiar verbs in the present tense e.g. They eat chocolate, we wear shorts, you have brown eyes.</p>
<b>Articles</b>				<p>Understand some basic grammar appropriate to the language being studied – knowing that there are two different words for ‘a’</p>	<p>Recognise that nouns have a gender which is signposted by the definite/indefinite article and I can match familiar nouns e.g. animals</p>	<p>Begin to use the correct article (un/una/el/la/los/las) with a noun when speaking in simple sentences.</p>	<p>Use the correct article (un/una/el/la/los/las) with a noun when speaking in sentences accurately, most of the time.</p>
<b>Conjunctions</b>				<p>Begin to use simple conjunctions, y and pero in sentences.</p>	<p>Use simple conjunctions, y and pero in sentences.</p>	<p>Use simple conjunctions, y and pero in sentences as well as beginning to use para.</p>	<p>Use conjunctions, y pero and para in sentences.</p>

## Intercultural understanding

EYFS	1	2	3	4	5	6
To identify ways of travel to other countries.	<p>To recognise the Spanish flag.</p> <p>To recognize that Spain is in the European continent.</p>	To understand that there is more than one language globally.	To identify social conventions at home and in other cultures	<p>Know about some aspects of everyday life and compare to their own.</p> <p>Compare traditional stories</p>	<p>Look at how festivities can be celebrated differently.</p> <p>Consider basic greetings from other European languages alongside the Spanish language.</p>	<p>Recognize and understand some of the difference between people and places.</p> <p>Compare attitudes to aspects of everyday life.</p> <p>Consider basic greetings from other world-wide languages alongside the Spanish language.</p>

## Content/ focus for key vocabulary

EYFS	1	2	3	4	5	6
Basic greetings for hello.	<p>Basic greetings for hello and goodbye.</p> <p>Singing Happy Birthday</p>	Basic greetings for hello, good morning, good afternoon, good evening and goodbye.	<p>Exchange basic greetings.</p> <p>Simple opinions and asking politely.</p>	<p>Conversational greetings.</p> <p>Simple information about myself e.g age</p>	Consolidation of conversational greetings including asking for and giving information about myself.	Children demonstrate an ability to hold the beginning of a conversation by asking and answering a series of questions using basic greetings and basic questions.

Listening to numbers to 4.	Counting to 4 verbally.	Numbers to 10 Days of the week.	Numbers to 20. Months of the year. Days of the week.	Numbers to 100 Consolidate days of the week and months of the year and writing the date	Consolidation of numbers, months and days through practical verbal and written tasks.	Dates and occasions. Time Seasons and weather
Listening to how to address a teacher (Mr, Miss or Mrs)	Addressing a teacher using (Mr, Miss or Mrs)	Begin to listen to and repeat basic colours	Colours.	Instructions Parts of the body (nouns)	Classroom instructions Giving opinions -Clothes -Food and menus -School subjects	Formal and informal greetings School and classroom
			Animals as an introduction to nouns and adjectives.	Introduction to family	Family and home life (nouns and adjectives)	Home life- family, pets, daily routine, hobbies and sport
			Food (nouns and adjectives)	Hobbies and sport (nouns, verbs and adjectives)	Hobbies and sports and related clothing Transport	Food and menus- ordering in a restaurant. Classroom items