

Spanish at Antingham & Southrepps - We are Linguists

Our Curriculum Drivers:

Aspirations	To have high aspirations for my future and know all of the available opportunities open to me
Independence	To have the independence to be able to reach my full potential and take responsibility
Mental and Physical Health	To value my own self-worth to be the best I can be
Resilience	To have the courage to bounce back from failure or challenges and grow as an individual

Bienvenidos a todos. Aquí hablamos español. Welcome everyone. Here we speak Spanish.

Intent and implementation

At Antingham and Southrepps Primary School and Nursery, we believe learning another language provides a valuable educational, social and cultural experience for the children. It raises awareness of our multicultural world and introduces an international dimension to children's learning, giving them an insight into Spain and other countries around the world where Spanish is spoken. Children will learn how to communicate in Spanish and develop speaking, listening, reading and writing skills that will support the foundation for future language learning at high school. We use Language Angels as our main teaching and learning resource, but we also use elements of Duolingo, Rosetta Stone and BBC Languages across.

We teach Spanish to all children from Reception as we believe it is important children begin to learn a second language at an early age. We teach through songs, videos, games, interactive activities and lessons based on practical communicative approach. Our concepts in Spanish are:

1. Intercultural understanding and knowledge of the world
2. Cultural celebrations and capital
3. Vocabulary
4. Developing positive attitudes to language learning throughout life
5. The confidence and skills to be able to apply what is known in real life situations

Our aim at Antingham and Southrepps Primary School is to ensure all children develop a good basic understanding and a love of Spanish. We support them in acquiring the foundations for further foreign language learning at Key Stage 3.

We endeavour to enable our pupils to express their ideas and thoughts in another language by working on the four basic language skills: speaking, listening, reading and writing. Children have a weekly Spanish lesson which lasts up to 40 minutes. At the beginning of each year we take the time to recap on what the children have already been taught before building on what they already know.

The aims of the National Curriculum for Languages are to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

KS2 National Curriculum Expectations

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

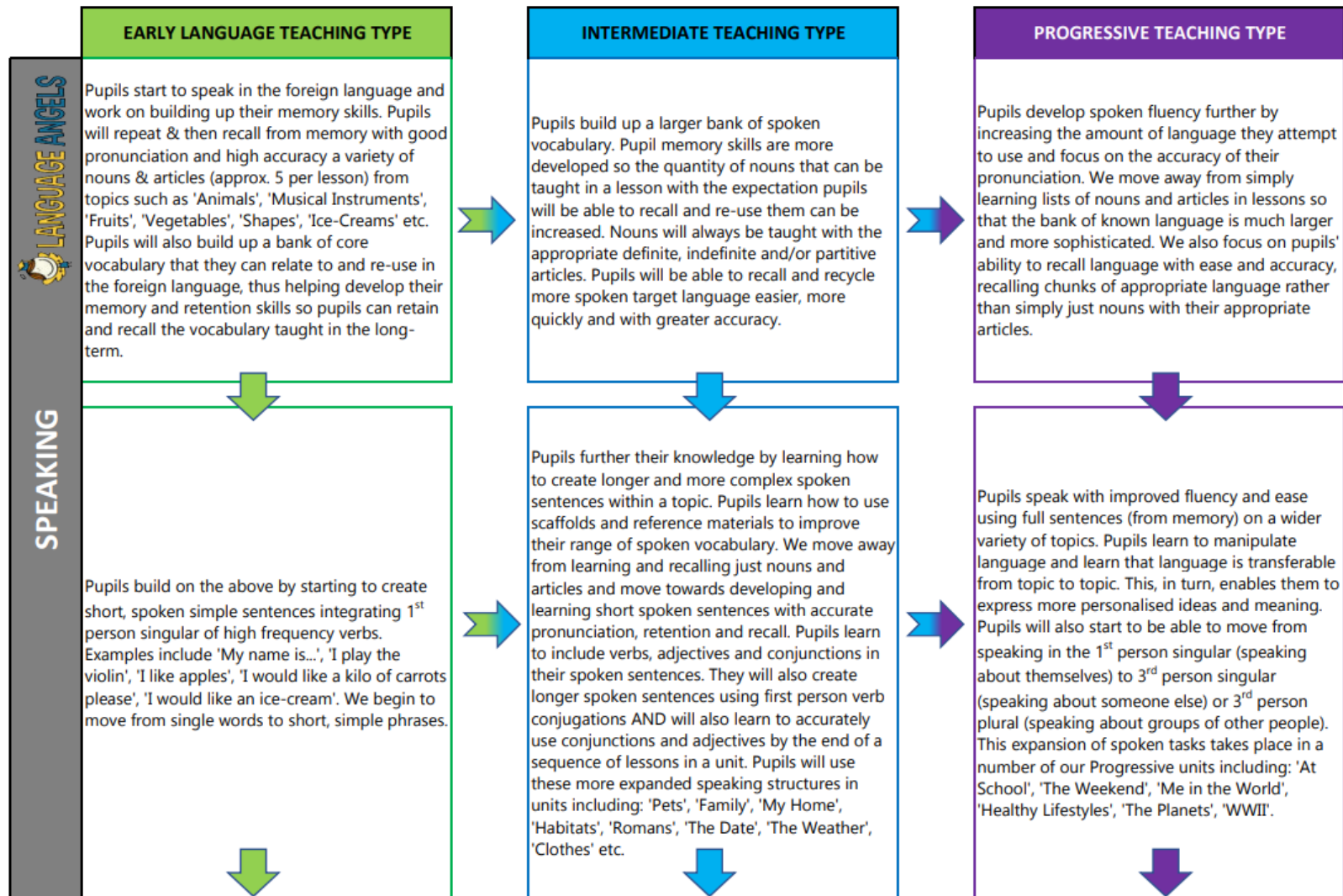
Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country

A Journey Through Our Spanish Curriculum

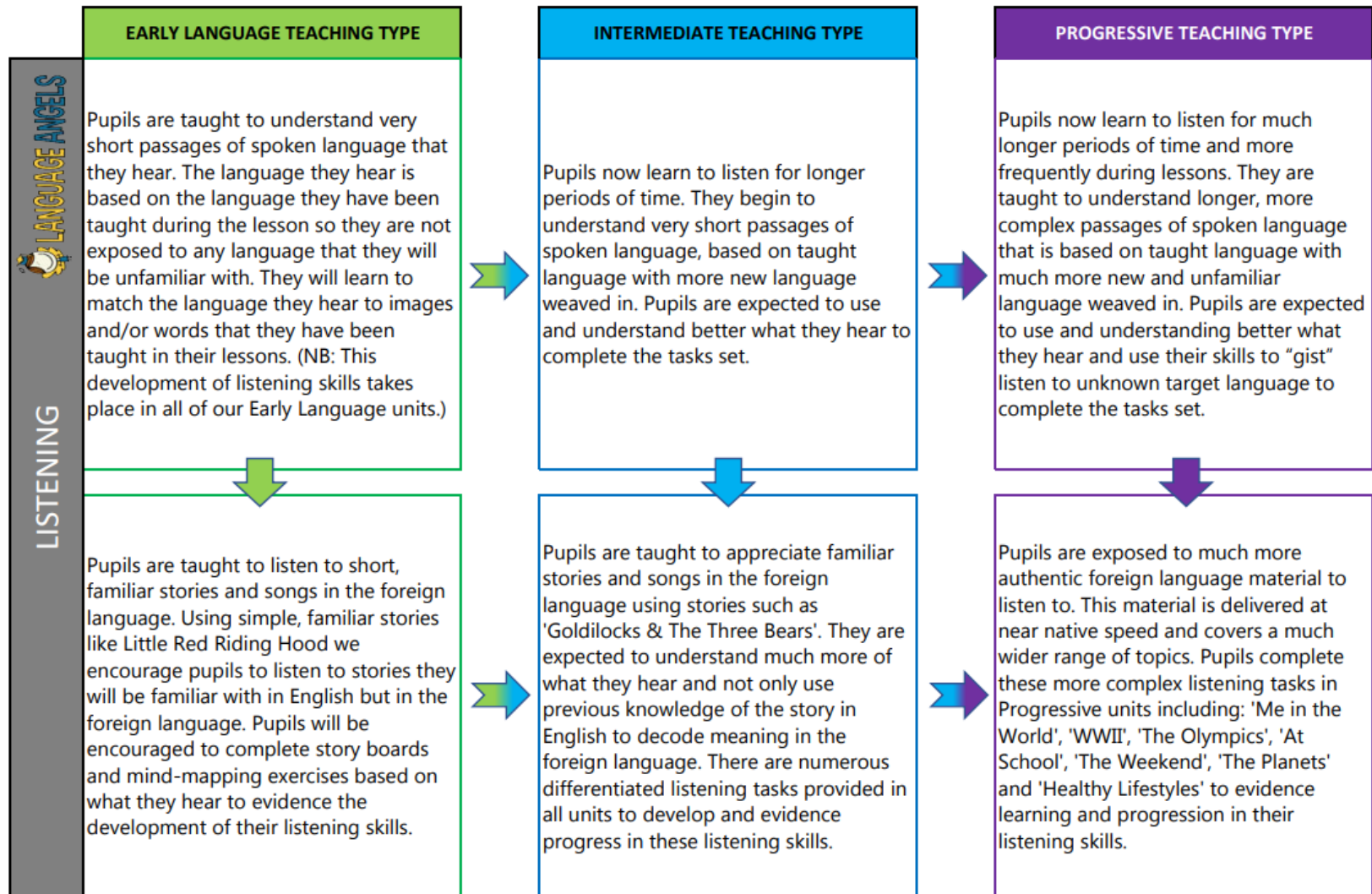
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A Reception & Year 1 <i>Early Language Teaching Type</i>	Greetings Hello & Goodbye Yes and No Count 1-5 <i>Story 1 – The Very Hungry Caterpillar</i> <i>Story 2 – The Gruffalo</i> <i>Story 3 – Room on the Broom</i>	Greetings Good Morning and Afternoon Count 6-10 Colours Blue, Red and Yellow <i>Story 1 – We're Going on a Bear Hunt</i> <i>Story 2 – The Tiger Who Came To Tea</i> <i>Story 3 – The Seed</i>	Seasons Thank you Please Numbers 1-10 Colours Green, Black and White <i>Story 1 – The Blue Balloon</i> <i>Story 2 – The Train Ride</i> <i>Story 3 – I Am Cold (Wendy Adeniji)</i>	Farm Animals Numbers 11 & 12 Colours Pink, Orange and Grey <i>Story 1 – Farmer Duck</i> <i>Story 2 – The Enormous Crocodile</i> <i>Story 3 – Brown Bear Brown Bear What do you See?</i>	Classroom Objects Numbers 1-12 recap All colours recap <i>Story 1 – Mr Grumpy's Outing</i> <i>Story 2 – Handa's Surprise</i> <i>Story 3 – Mog</i>	Fruit Colours brown and purple <i>Story 1 – Little Red Riding Hood</i> <i>Story 2 -The Three Little Pigs</i> <i>Story 3 -Goldilocks and the three bears</i>
CYCLE A Year 2 & 3 <i>Early Language and Intermediate Teaching Type</i>	Greetings Days of the Week		Seasons and Weather Family		Spanish Stories and Songs Months of the Year	
CYCLE A	Phonetics 1 & 2	Fruit and Vegetables	Weather	Family	Clothes and Shopping	At School

Year 4, 5 & 6 <i>Intermediate and Progressive Teaching Type</i>	I'm Learning Spanish	How are you?	What is the Date?	What is the Time?		Spanish Film
CYCLE B Reception & Year 1 <i>Early Language Teaching Type</i>	Autumn Words Colours Greetings What is your name and my name is <i>Story 1 – Giraffes Cant Dance</i> <i>Story 2 – The Colour Monster</i> Story 3 -	Christmas in Spain I like.... <i>(Me gusta...)</i> Colours recap <i>Story 1 – Peace at Last</i> <i>Story 2 – Stick Man</i> Story 3 - Paddington	Food and Drink I like Spanish Nursery Rhymes and simple action songs <i>Story 1 – The Lighthouse Keepers Lunch</i> <i>Story 2 – Oliver's Vegetables</i> <i>Story 3 – Jack and the Beanstalk</i>	Action Verbs I am going to... <i>(Voy a ...)</i> Simple action songs <i>Story 1 – Man on The Moon</i> <i>Story 2 – Where The Wild Things Are</i> Story 3 – Guess How Much I Love You	Summer Words Ice Cream <i>(Language Angels unit)</i> <i>Story 1 - The Cat in The Hat</i> <i>Story 2 - Green Eggs and Ham</i> <i>Story 3 – Horrid Henry</i>	Body Parts <i>Heads, Shoulders, Knees and Toes</i> The Beach <i>Story 1 - Funnybones</i> <i>Story 2 – The Way Back Home</i> Story 3 – Whatever Next!
CYCLE B Year 2 & 3 <i>Early Language and Intermediate Teaching Type</i>	Phonics Lesson 1 & 2 I'm Learning Spanish	Wild Animals and Pets	I can....puedo	Fruits, Food and the Supermarket	Presenting Myself Who I am and What I like	Family and Friends
CYCLE B Year 4, 5 & 6 <i>Intermediate and Progressive Teaching Type</i>	Phonics Lesson 1 & 2 Shapes	Musical Instruments	Travel Shapes and Colours	Ancient Britain	In Class	Do you have a pet? What do you do in your spare time and at the weekend? Spanish Film
CYCLE C Year 4, 5 & 6 <i>Intermediate and Progressive Teaching Type</i>	Phonics Lesson 3 & 4	My Home and My Country	Planets	WWII	Regular Verbs and Healthy Living	Me in the World! Spanish Film

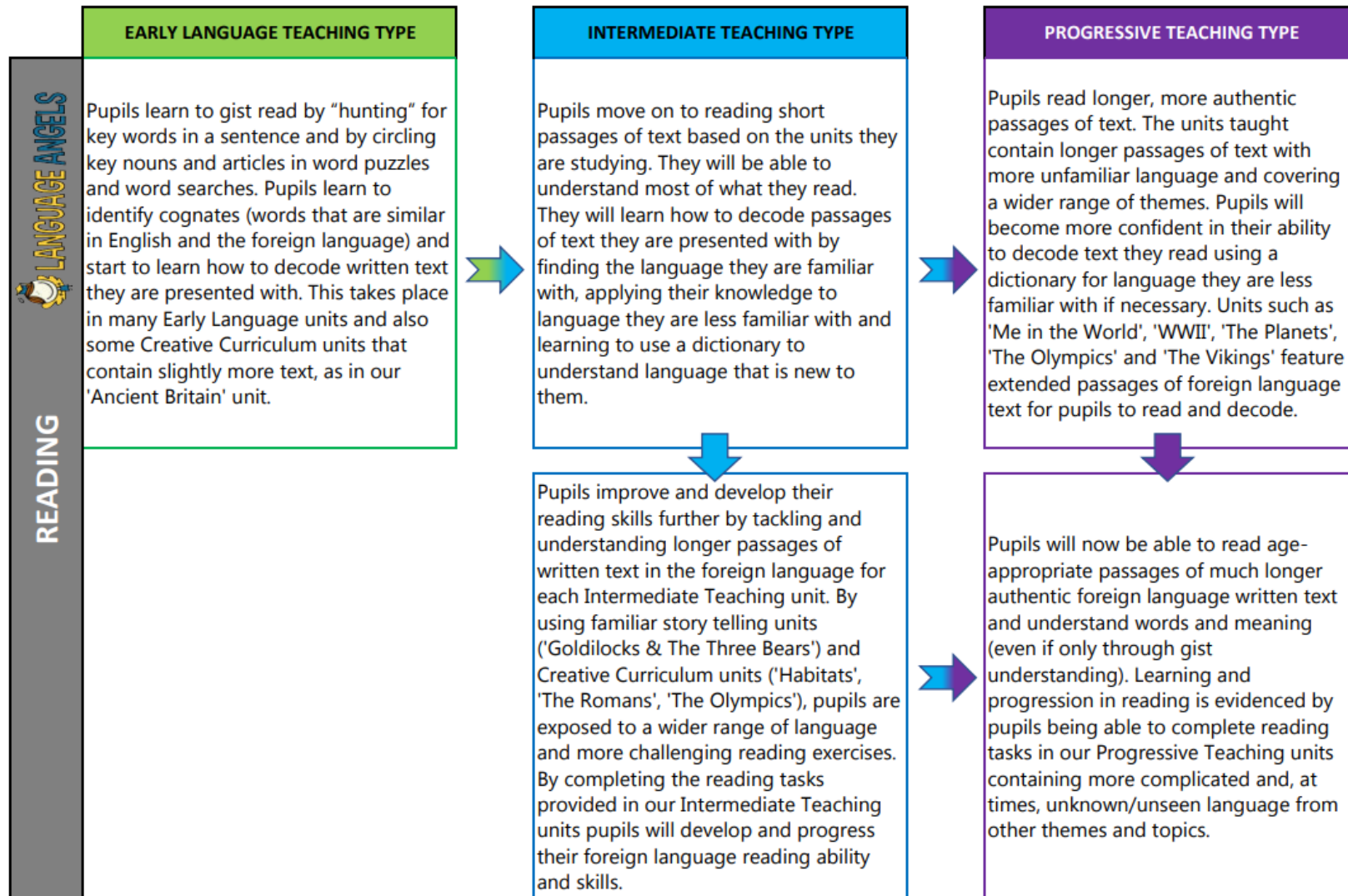
Progression Map Through The Various Language Angels Teaching Types



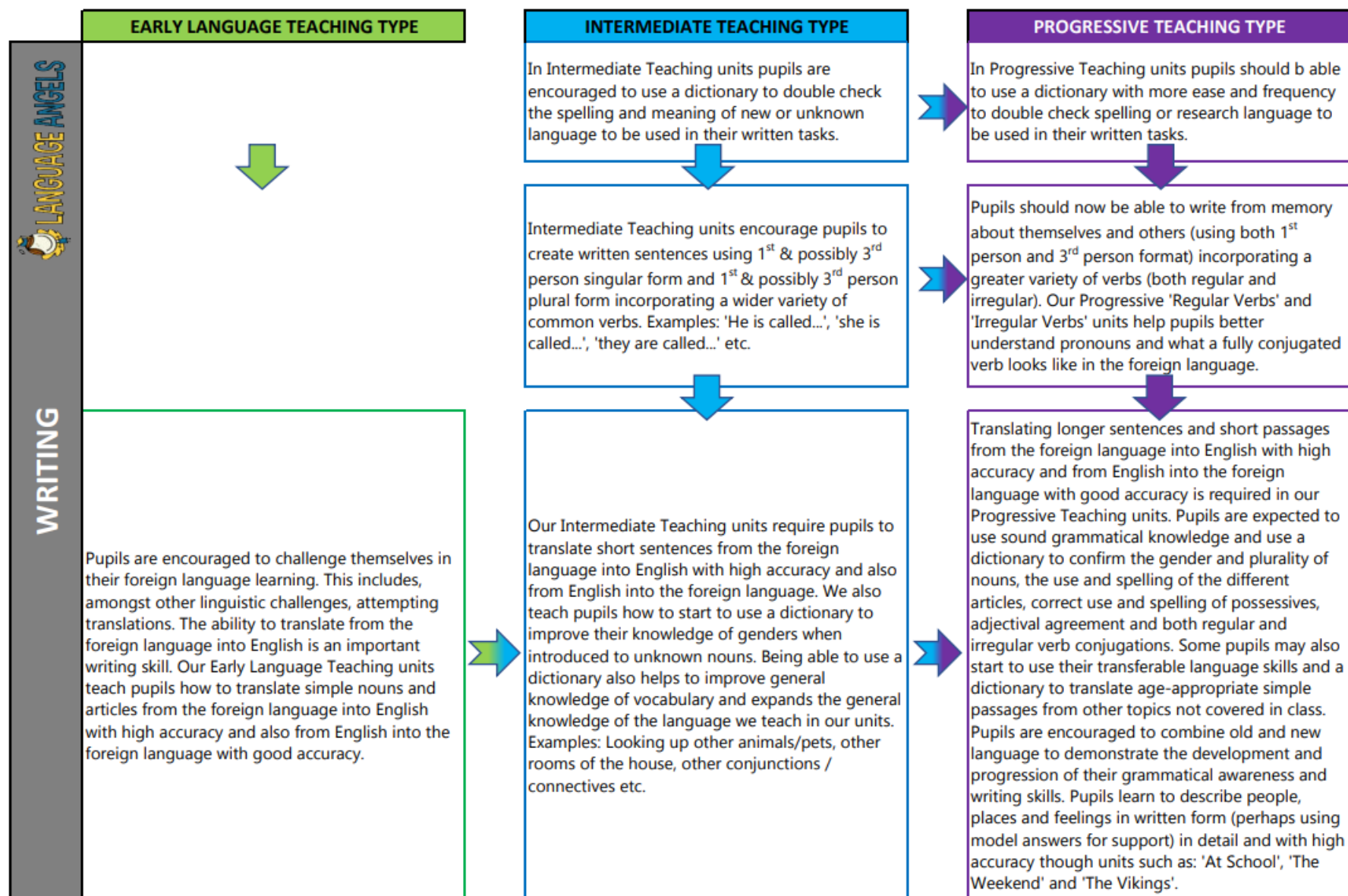
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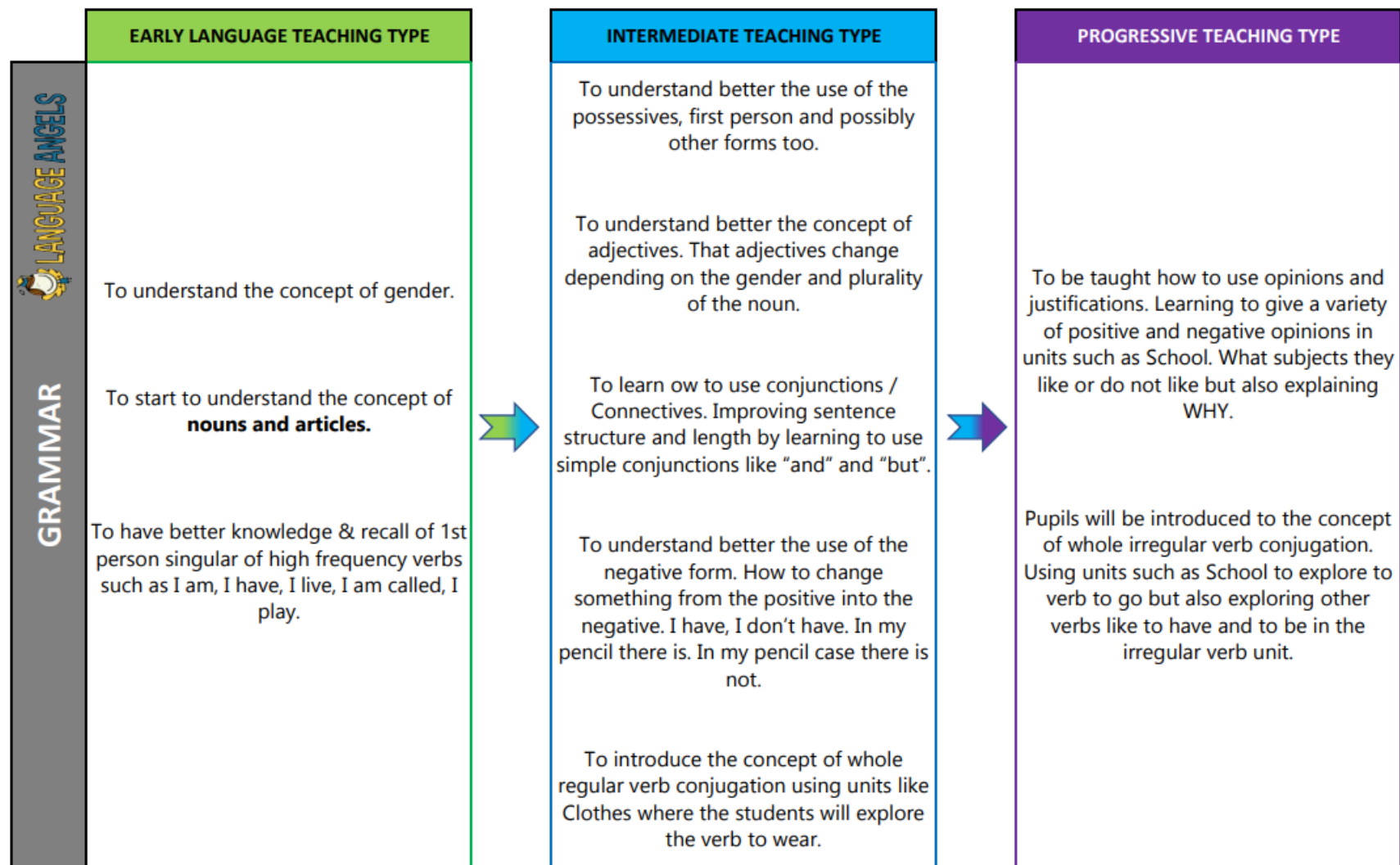
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	Year 1	Year 2	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). 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...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of 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). 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'.

Home Learning

There is lots of opportunity for the children to continue their learning of a language whilst at home. Use these useful links:

- BBC Spanish
- Rachel Hawkes Resources
- CrickWeb
- Primary Resources
- Lightbulb Languages
-

Spanish songs to support learning:

Numbers- <https://www.youtube.com/watch?v=6FEyfy5N3Nc>

Days of the week- <https://www.youtube.com/watch?v=C4fREj60Crk>

Months – <https://www.youtube.com/watch?v=IKznbHvPFwc>

Colours – <https://www.youtube.com/watch?v=DsRkoZGaoEM>

Useful websites:

https://radiolingua.com/learnathome/?fbclid=IwAR3_XTWg9jFgS0td8MK2qfpJBQ2kRTPkP7q4ZKSTkwaisy3nnokpNrKgtbY

Spanish stories to enjoy:

<https://www.thespanishexperiment.com/stories?fbclid=IwAR0dvE1xJ-bzmJXjQKpfrAQQu02fWIGHsc9Kk4JfzxiJD2qpjALBV6FR6BA>

Play some Spanish word games:

<https://www.lightbulblanguages.co.uk/resources-sp-pz.htm>

BBC Learning

<https://www.bbc.co.uk/bitesize/subjects/zxsvr82>

Duolingo

<https://www.duolingo.com>

Learn languages for free. Web or app.

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future with a second language:

Detective	Diplomatic Service Officer	Marketing Executive
Tour Manager	Broadcast Journalist	Interpreter
Translator	TEFL Teacher	International Aid Worker

Our Feeder High Schools Year 7 Geography Curriculum Snapshot	
Cromer Academy	French and Spanish options
North Walsham High School	French option
Aylsham High School	French option