Spanish Policy

Policy produced by Go Shine CE Federation

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Review date- As changes are made

Intent of our curriculum
Curriculum design

The government's National Languages Strategy contains a commitment to the introduction of an entitlement to language learning for every pupil throughout KS2 by 2010:
Every child should have the opportunity throughout key stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level of competence on the Common European Framework and for that achievement to be recognised through a national scheme.

Following the 2014 new curriculum, all KS2 children are to learn a language other than English.

We believe strongly in the benefit of this, and children from year R- year 6 are taught Spanish weekly by a specialist Spanish teacher. This is a whole school approach, which begins when children enter the school, with the aim of them 'knowing more and remembering more' and they move through the school.

Class teachers are in all lessons to adapt learning for all children to be able to access. This also allows the class teacher to embed Spanish learning throughout the week.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Language learning stimulates children's creativity.
Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, take the role of the teacher with a partner and experiment with new language.

Language learning supports oracy and literacy. Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work. They sing songs, recite and perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning, is an important role in the 'education of the ear', underpinning children's capabilities in oracy, which is critical to effective communication, as well as a key foundation for literacy.

Language learning leads to gains across the curriculum. Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

Language learning supports and celebrates the international dimension.
Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the

world. They need the chance to make contact with people in other countries, and cultures and to reflect upon their own cultural identities and those of other people.

Aims

- ✓ Foster an interest in learning another language.
- ✓ Become aware that language has a structure, and that this structure differs from one language to another.
- ✓ Develop speaking and listening skills.
- ✓ Explore and apply strategies to improve their language learning.
- ✓ Explore their own cultural identities and those of others.
- ✓ Gain enjoyment, pride and a sense of achievement.

Implementation of the Spanish Curriculum

At our school we see the Y1 to Y6 curriculum as a body of **subject specific knowledge** defined by us and the National Curriculum and so we take a **knowledge led approach**. Skills are an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge they can then apply that knowledge as part of skill acquisition.

We have a **clear focus on subjects** as units to deliver the curriculum. Our **Curriculum Map** and units of work in every subject contain the knowledge that we have identified as essential in our school.

Our **Units of Work** in each subject have been carefully crafted by expert teachers across our school partnership, identifying **composite tasks** and breaking them down in to **component tasks** to ensure **sequential, layered knowledge acquisition**. These Units of Work also support our particular **'instructional'** style of teaching and help with the speedy and effective induction of new staff. This is particularly important in an inner London environment where the cost of accommodation prevents most of our staff from being able to stay with us long term.

We use **Knowledge Organisers** in order to help children with **knowledge retention** and issues around **working memory** to ensure that children **know more and remember more**. Our teaching style has a strong focus on the effective retention and use of **subject specific vocabulary** using Walk The Word techniques.

We use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. Foundation Stage and Year 1 and 2 children learn a foreign language through games, songs and activities.

The lessons are delivered by a specialist teacher, who is a native-Spanish speaker. She is supported by both the class teacher and class support staff during these lessons. The Spanish teacher also runs a weekly Spanish club.

All children receive a 45 minute Spanish lesson per week.

Lesson Content:
Spanish lessons are include:
a. Learning Spanish vocabulary.
b. Asking and answering questions.
c. Using bilingual dictionaries.
d. Teaching of basic French grammar and spelling patterns.

e. Playing games and learning songs.
f. Using language that has been taught in role-play situations.
g. Researching and learning about life in Spain.
h. Beginning to write phrases and sentences.
i. Researching and learning about occasions, such as Christmas, in Spain.

Resources

Spanish resources related to each year group should be stored in classrooms.

Assessment

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded Below Expected Standard (Y?) Working towards Expected Standard Expected Standard Greater Depth. The history assessment statements can be found at the end of this policy document.

Staff training

Staff receive termly support and training through a programme of PDM's and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum.
New staff are given a mentor for 12 months.

Parent involvement

Through parents' meetings, the school newsletter and the school website parents are encouraged to support their children's learning in Spanish.

The role of the subject coordinator

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the Spanish curriculum and report to senior leaders
- monitor pupil outcomes in Spanish and report to senior leaders

Monitoring and evaluation

The quality of provision in computing is monitored and evaluated according to the annual school monitoring and evaluation plan

Curriculum Intent:

To develop the children's understanding of the Spanish language to enable pupils to set the foundations to express their ideas and thoughts in Spanish and understand and respond to its speakers, both in speech and in writing. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. It should also provide opportunities for them to communicate for practical purposes; learn new ways of thinking and read literature in the original language. Language teaching in our primary schools should develop a palette for the enjoyment and enrichment of learning further Spanish and/or other languages.

Across our curriculum, the children learn through a knowledge-based curriculum based around different topics to learn the Spanish language. The children develop the skills of learning an additional language listed in the national curriculum programme of study. The progress throughout the topics allows children to consistently make progress, and enable them to speak, write and understand more Spanish. Within the weekly planning we ensure that children are given the opportunity to listen, speak, read and write Spanish. Children are taught using different mediums like stories, songs, poems, rhymes and games in the language to broaden their vocabulary. In KS2 children are also taught how to find new vocabulary in a dictionary.

Children who particularly enjoy learning Spanish are invited to a Spanish club in upper KS2. As part of a smaller group they enjoy lots of role plays and hands on learning about Spanish Culture.

How progression in our curriculum can be seen:

- Vocabulary being expanded.
- Words, turning into a whole sentence, asking and answering questions, having conversations, giving opinions and using phrases to create new sentences.
- Writing words, writing phrases, writing sentences, writing conversations, giving more detail.
- Using carefully planned retrieval practice across all year groups, children are to retain words and phrases learnt in a previous year group and build upon areas of the Spanish language each year.
- Improvement in the understanding of grammar including 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.
- Children begin with more time learning a topic and as it is repeated children need less time.

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Greetings	Different ways to greet someone based on the time of day. Asking someone's name.	Different ways to greet someone based on the time of day. Asking someone's name.	Different ways to greet someone based on the time of day. Asking someone how they are. Asking someone's name.	Different ways to greet someone based on the time of day. Asking someone how they are. Asking someone's name.	Different ways to greet someone based on the time of day. Asking someone how they are. Asking someone's name. Asking someone where they live. Asking someone where they are from. Ask about pets and family.	Different ways to greet someone based on the time of day. Asking someone how they are. Asking someone's name. Asking someone where they live. Asking someone where they are from. Ask about pets and family.
Phonics	Chn learn the alphabet over 2 lessons.	Chn learn the alphabet over a lesson.	Spanish alphabet recap.	Spanish alphabet recap.	Spanish alphabet recap.	Spanish alphabet recap.
Numbers	Numbers 1-5	Numbers 1-12	Numbers 1-31	Numbers 1-50	Numbers 1-100	Numbers 1-1000
Family	2 x lessons Chn learn to say who is in their family.	1 x lessons Chn learn to say who is in their family.	Chn give more basic details about their family e.g. my brother is older than me.	Chn give more basic details about their family e.g. my brother is older than me.	Retrieval Practice only. Applied in other topics.	Retrieval Practice only. Applied in other topics.
Colours	2 x lessons Chn learn to say the basic colours.	1 x lessons Chn learn to say the basic colours.	Chn learn a wider variety of colours.	Chn learn a wider variety of colours. Chn give their opinions on different colours.	Chn use simple adjectives to describe colours.	Chn use simple adjectives to describe colours.

					Chn give their opinions on different colours.	Chn give their opinions on different colours. Chn use colours to describe objects.
Animals	Chn learn to name pets	Chn learn to name pets	Chn learn to name pets and other animals. Answer and respond to questions: What is their favourite animals? Do you have any pets?	Chn learn to name pets and other animals. Answer and respond to questions: What is their favourite animals? Do you have any pets?	Retrieval Practice only. Applied in other topics.	Retrieval Practice only. Applied in other topics.
Christmas	Chn learn how to say Merry christmas. Feliz Navidad Feliz Año Nuevo Papá Noel	Chn learn how to say Merry christmas and some key vocabulary. Feliz Navidad Feliz Año Nuevo Ángel Árbol de navidad Belén,	Chn learn about some of the basic traditions of a Spanish Christmas. Feliz Navidad Feliz Año Nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.	Chn learn about some of the basic traditions of a Spanish Christmas. Feliz Navidad Feliz Año Nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.	Chn learn about traditions of a Spanish Christmas and the traditions of gift giving based on their Christmas story. Feliz Navidad Feliz Año Nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.	Chn learn about traditions of a Spanish Christmas and the traditions of gift giving based on their Christmas story. Feliz Navidad Feliz Año Nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.

Calendar	Days of the week	Days of the week Months of the year Seasons	3 x lessons Days of the week Months of the year Seasons and their weather	1x Days of the week Months of the year Seasons and their weather	Retrieval Practice only. Applied in other topics.	Retrieval Practice only. Applied in other topics.
Our Bodies	2 x lessons chn learn different basic parts of the body. Head, arms, legs, shouders, knees. 1 x lesson chn learn their different parts of the face.	1 x lessons chn learn different basic parts of the body. Head, arms, legs, shouders, knees. 1 x lesson chn learn their different parts of the face.	chn learn different basic parts of the body. Head, arms, legs, shouders, knees and different parts of the face. Chn learn to apply this to how the are feeling and 'going to the doctors/hospital. E.g. I have hurt my knee.	Chn learn the different parts of the body in more details. E.g shins, fingers. Chn learn to apply this to how the are feeling and 'going to the doctors/hospital. E.g. I have hurt my knee.	Chn learn the different parts of the body in more details. E.g shins, fingers. Chn learn to apply this to how the are feeling and 'going to the doctors/hospital. E.g. I have hurt my knee.	Chn learn the different parts of the body in more details. E.g shins, fingers. Chn learn to apply this to how the are feeling and 'going to the doctors/hospital. E.g. I have hurt my knee.
Easter	Chn learn how to say basic easter greetings	Chn learn how to say basic easter greetings	Chn learn about some of the basic traditions of a Spanish Easter.	Chn learn about some of the basic traditions of a Spanish Easter.	Chn learn about the traditions of a Spanish Easter and the build-up. E.g. parades.	Chn learn about the traditions of a Spanish Easter and the build-up. E.g. parades.
Knowledge of the Spanish culture and language	Through Christmas and Easter	Through Christmas and Easter	Through Christmas and Easter	Through Christmas and Easter	Through Christmas and Easter	Through Christmas and Easter 2 x Chn learn about Spanish Speaking countries across the

						world and their different cultures.
Food	Chn Learn different basic items of food e.g. bread, potatoes…	Chn Learn different basic items of food e.g. bread, potatoes…	Chn Learn a wide variety of different food items. Chn discuss their likes and dislikes	Chn Learn a wide variety of different food items. Chn discuss their likes and dislikes	Chn learn how to order food in different places e.g restaurant, bakery…	Chn learn how to order food in different places e.g restaurant, bakery…
Clothes				Chn learn to name different items of clothes. They begin to describe them using colours. Chn learn to describe their school uniform.	Chn learn to name different items of clothes. They use adjectives to describe - tight, loose, colours… They give their opinions about clothes using giving reasons. Chn learn to describe their school uniform.	Retrieval Practice only. Applied in other topics.
Weather	Chn learn to describe basic weather – cold, hot, rain, snow.	Chn learn to describe basic weather – cold, hot, rain, snow.	Chn extend their vocabulary abut weather and link to the seasons– cold, warm hot, rain, snow, ice.	Chn extend their vocabulary abut weather and link to the seasons– cold, warm hot, rain, snow, ice. Chn talk about the weather in different tenses e.g yesterday and tomorrow.	Chn talk about the weather in different tenses e.g yesterday and tomorrow. Chn use adverbs to describe weather in more details. It was very wet yesterday. Chn ask and respond to questions about the	Chn talk about the weather in different tenses e.g yesterday and tomorrow. Chn use adverbs to describe weather in more details. It was very wet yesterday. Chn ask and respond to questions about the

					weather in different countries. E.g where they went on holiday or where they were born.	weather in different countries. E.g where they went on holiday or where they were born. Chn apply the weather to their daily routines and learning about other Spanish speaking countries.
Feelings	Chn to learn a range of emotions.	Chn to learn a range of emotions.	Chn to learn a wider range of emotions.	Chn to learn a wider range of emotions	Retrieval Practice only. Applied in other topics.	Retrieval Practice only. Applied in other topics.
Sports hobbies and interests					Chn learn to the names of different sports and hobbies. Ask and respond to simple questions like – Do you have any hobbies?	Chn learn to the names of different sports and hobbies. Ask and respond to questions like – Do you have any hobbies? What is your favourite sport? Talk about their soprts and hobbies in their daily/weekly routine. – I play football on Monday at 5.00.
School		1 x Lesson chn learn about the	Chn learn about the different subjects at school	Chn learn about the different part of	Chn learn to talk and write about the	Chn learn to talk and write about the

		different lessons in school 1x lesson Chn learn about different on their desks use in the classroom	and the different things on their desks that they use in the classroom.	the school and subjects. Chn learn to describe their school uniform. Chn learn about the different objects in their classroom.	school day using times. This includes retrieval of objects and places in the school, as well as school uniform.	school day using times. This includes retrieval of objects and places in the school, as well as school uniform.
Around the home					Chn learn about different places in the home.	Chn learn about different places in the home. Chn apply and use this to their daily routine.
Time and Routines				Chn learn how to tell the time in Spanish to o'clock and half past.	Chn learn how to tell the time in Spanish to o'clock and half past, quarter to, quarter past and 5 minute intervals. Chn learn to talk about the school day.	Chn learn how to tell the time in Spanish to o'clock and half past, quarter to, quarter past, 5 minute intervals and 1 minute intervals. Chn learn to talk about the whole routine of their day.
Living in a city						Chn learn to describe what the city is like. E.g. tall buildings, people, parks.

						Chn use phrases like ‘lots of’ or ‘little’. Chn link to proffessions that happen in a city. Chn link to transport and transport in a city.
Professions					Chn learn about a variety of different professions Chn use talk about what they would like to do when they’re older.	Chn learn about a variety of different professions Chn use talk about what they would like to do when they’re older. Chn talk about what professions their families do. Chn link to ‘living in a city’ and professions there.
Transport						Chn learn about a variety of different transport. Chn use this to talk about how they travel to school or on holiday.

Grammar	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
Gender of nouns - definite and indefinite articles				We are learning to: **Focus on active use of indefinite articles in the singular with masculine and feminine nouns –** (exposure to definite articles and plural indefinites)	We are learning to: **Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural**	We are learning to: **Focus on active use of definite articles with verbs of like / dislike.** Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la)	We are learning to: **Accurate gender and article use, singular and plural** (not with 100% consistency but the rules are familiar).	We are learning to: use accurate grammar, spelling and punctuation
Singular and plural forms of nouns				We are learning to: Form plural nouns	We are learning to: Form **plural nouns**			We are learning to: use accurate grammar, spelling and punctuation
Adjectives (place and agreement)				We are learning to: **Learn adjectival positioning and adjectival**	We are learning to: Use **adjectives** (agreement and position)	We are learning to: **Agree adjectives in reasons** after porque es / son (because	We are learning to: **Agree adjectives in reasons, remembering to match**	We are learning to: use accurate grammar, spelling and punctuation

				agreement (active use of regular singular forms)	with more confidence	is/are), remembering to match number and gender.	**number and gender.**	
Conjugation of key verbs (and making verbs negative)				We are learning to: **Use tengo, es, hay, son** (I have, is, are, there is, there are) accurately.	We are learning to: Create greater variety of sentences using **the key verb forms from Y3.** Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus).	We are learning to: Use all persons for the **verbs: SER, ESTAR Y DESAYUNAR.** Use Me gusta (I like to) + comer / beber / jugar / practicar	We are learning to: **Use 'hay' (There is/are).** Use the **verb ESTAR** (receptive use of some reflexive verbs). **Use all persons DESAYUNAR.** Use future tense (Voy a + infinitive verb), infinitives	We are learning to: use accurate grammar, spelling and punctuation
Connectives and qualifiers, adverbs of time,				We are learning to: **Use connectives**	We are learning to: **Use prepositions of place**	We are learning to: Use **subordinatin**	We are learning to: **Use subordinatin g**	We are learning to: use accurate grammar,

prepositions of place				**– y, pero, también, etc.**	(arriba, encima de etc.)	**g connectives.**	**connectives** (if, because) (some pupils will be using relative clauses with ‘que’ (which)).	spelling and punctuation

Department for Education

Languages programmes of study: key stage 2

National curriculum in England

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

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Subject content

Key stage 2: Foreign language

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. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding –> all year groups from Year 1 to Year 6
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -> all year groups from Year 1 to Year 6
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -> all year groups from Year 1 to Year 6
- speak in sentences, using familiar vocabulary, phrases and basic language structures -> all year groups from Year 1 to Year 6
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* -> all year groups from Year 1 to Year 6
- present ideas and information orally to a range of audiences* -> all year groups work in pairs, groups and whole class from Year 1 to Year 6
- read carefully and show understanding of words, phrases and simple writing all year groups from Year 1 to Year 6
- appreciate stories, songs, poems and rhymes in the language all year groups from Year 1 to Year 6
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary all year groups from Year 3 to Year 6
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly all year groups from Year 3 to Year 6
- describe people, places, things and actions orally* and in writing all year groups from Year 1 to Year 6

- 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.

→ all year groups from Year 3 to Year 6

The starred (*) content above will not be applicable to ancient languages.

Spanish Assessment statements
Year 1 Name:

Expected standard Year 1

Statements of assessment	February	July
Disciplinary knowledge		
Listening: - I can listen and respond to simple rhymes, stories and songs		
- I can listen attentively		
- I can understand simple everyday classroom language, including praise words		
- I can recognise some familiar words in songs and videos		
Speaking: - I can repeat simple words and phrases		
- I can respond to simple questions		
Reading: - I can read familiar words and phrases out loud		
Substantive knowledge		
I understand simple vocabulary surrounding the following: **greetings, colours, numbers (1-5), family, animals, days of the week, Christmas, Easter, food weather, feelings** and to be able to repeat aloud some familiar words from different units.		

February assessment point On track to:_____

July assessment point _____

Spanish Assessment statements
Year 2 Name:

Expected standard Year 2

Statements of assessment	February	July
Disciplinary knowledge		
Listening: - I can listen and respond to simple rhymes, stories and songs		
- I can listen attentively		
- I can understand simple everyday classroom language, including praise words		
- I can recognise some familiar words in songs and videos		
Speaking: - I can repeat simple words and phrases		
- I can respond to simple questions		
Reading: - I can read familiar words and phrases out loud		
Substantive knowledge		
I can answer simple questions surrounding the following topics: **greetings, colours, numbers (1-12), family, animals, the calendar, Christmas, Easter, food weather, feelings and school** and to be able to repeat aloud some familiar words from different units.		

February assessment point On track to:_____

July assessment point _____

Spanish Assessment statements
Year 3 Name:

Expected standard Year 3

Statements of assessment	February	July
Disciplinary knowledge		
Listening: - I can listen attentively		
- I can listen and translate simple words and sentences		
- I can follow simple classroom instructions in Spanish		
- I can recognise some familiar words in songs and videos		
Speaking: - I can respond to a few familiar spoken words and short phrases, spoken slowly and clearly		
- I can sing parts of a song with familiar words		
- I can respond to simple questions		
- I can accurately pronunciation and intonation words with tricky phonetical sounds e.g. jamón (ham) and jugar (to play)		
Reading: - I can read familiar words and phrases out loud		
- I can recall and apply some key phonetical sounds to and apply this to unseen Spanish words to read them aloud with good pronunciation.		
Writing: - Write some single words from memory, with plausible spelling.		
Substantive knowledge		
I understand and use some vocabulary surrounding the following topics: **greetings, colours, numbers (1-31), family, animals, the calendar, Christmas, Easter, food, weather, feelings and school.**		

February assessment point On track to _____

July assessment point _____

Spanish Assessment statements
Year 4

Name:

Expected standard Year 4

Statements of assessment	February	July
Disciplinary knowledge		
Listening: - I can listen to and understand the main point in a short, spoken passage.		
- I can listen and translate simple words and sentences		
- I can follow simple classroom instructions in Spanish		
- I can recognise some familiar words in songs and videos		
Speaking: - I can respond to short phrases and sentences, spoken slowly and clearly		
- I can sing a song with familiar words		
- I can respond to questions from a range of topics		
- I can give my opinion		
- I can accurately pronunciation and intonation words with tricky phonetical sounds e.g. jamón (ham) and jugar (to play)		
Reading: - I can read familiar phrases and sentences out loud		
- I can recall and apply some key phonetical sounds to and apply this to unseen Spanish words to read them aloud with good pronunciation.		
- I can follow a familiar text, listening and reading with the teacher		
Writing: - I can write some words and phrases from memory, with plausible spelling.		
- I can write words and phrases accurately using a model and some words from memory		
- I can write sentences with support of models using expressions which I have already learned		
Substantive knowledge		
I understand and use some vocabulary surrounding the following topics: **greetings, colours, numbers (1-50), family, animals, the calendar, Christmas, Easter, food, weather, feelings, school, clothes, time and routines.**		

February assessment point On track to_____

July assessment point _____

Spanish Assessment statements

Year 5 Name:

Expected standard Year 5

Statements of assessment	February	July
Disciplinary knowledge		
Listening: - I can listen to and understand the main point in a short, spoken passage.		
- I can listen and translate more complex sentences		
- I can follow classroom instructions in Spanish		
- I can translate some familiar words in songs and videos		
Speaking: - I can respond to short phrases and sentences, spoken slowly and clearly		
- I can respond to more complex questions from a range of topics		
- I can express my opinion		
- I can accurately pronunciate and intonate words with a range of tricky phonetical sounds e.g. jamón (ham) and jugar (to play)		
- I can speak confidently to initiate and sustain conversations		
Reading: - I can read familiar phrases and sentences out loud.		
- I can recall and apply some key phonetical sounds to and apply this to unseen Spanish words to read them aloud with good pronunciation		
- I can follow a familiar text, listening and reading with the teacher		
Writing: - I can write words and phrases accurately from memory		
- I can write more complex sentences with support of models using expressions which I have already learned		
Substantive knowledge		
I understand and use some vocabulary surrounding the following topics: **greetings, colours, numbers (1-100), family, animals, the calendar, Christmas, Easter, food, weather, feelings, school, clothes, time and routines, sport, hobbies and interests, around the home and professions.**		

February assessment point On track to_____

July assessment point _____

Spanish Assessment statements
Year 6 Name:

Expected standard Year 6

Statements of assessment	February	July
Disciplinary knowledge		
Listening: - I can listen to and understand the main point in a short, spoken passage.		
- I can listen and translate more complex sentences		
- I can follow classroom instructions in Spanish		
- I can translate some familiar words in songs and videos		
Speaking: - I can respond to short phrases and sentences, spoken slowly and clearly		
- I can respond to more complex questions from a range of topics		
- I can express my opinion with reasons		
- I can accurately pronunciate and intonate words with a range of tricky phonetical sounds e.g. jamón (ham) and jugar (to play)		
- I can speak confidently to initiate and sustain conversations		
Reading: - I can read unfamiliar words and phrases aloud with understandable pronunciation, applying phonics knowledge		
- I can recall and apply some key phonetical sounds to and apply this to unseen Spanish words to read them aloud with good pronunciation		
- I can follow a familiar text, listening and reading with the teacher		
Writing: - I can write phrases and sentences accurately from memory		
- I can write more complex sentences with support of models using expressions which I have already learned		
Substantive knowledge		
I understand and use some vocabulary surrounding the following topics: **greetings, colours, numbers (1-100), family, animals, the calendar, Christmas, Easter, food, weather, feelings, school, clothes, time and routines, sport, hobbies and interests, around the home, professions, cities and transport.**		

February assessment point On track to_____

July assessment point _____