






Knowledge and skills sequencing		LANGUAGES					
	ONGOING OBJECTIVES			Y3	Y4	Y5	Y6
Phonics	<p>Pupils will learn the sounds associated with the letters of the Spanish alphabet as they progress through Key Stage 2.</p> <p>In addition, they are introduced to additional phonemes at the start of each appropriate year and revisit them within each unit.</p> <p>As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:</p> <ul style="list-style-type: none"> - The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow) - Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R' - 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I) - The effect of accents 			ch - chocolate j - jirafa ñ - niña ll - caballo rr - perro	ca - casa ce - cerdo ci - cinco co - conejo cu - cuatro	ga - gato ge - geografía gi - girasol go - goma gu - gusano	b - beber v - vaca cc - diccionario qu - química z - zanahorias
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Grammar 		<p>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</p>	<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (eg: adjectival</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival</p>	<p>To understand 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).</p> <p>Become familiar with a wider range of connectives/conjunctions</p>	

				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')	agreement and possessive adjectives. Start to explore full conjugation (EG: 'I wear...', 'he/she verb wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').	and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
--	--	--	--	--	---	--

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Listening 		To appreciate short stories and fairy tales and start to understand some of the familiar words in what they hear		To listen to and enjoy short stories, nursery rhymes and songs To be able to recognise familiar words and short phrases covered in the units taught	To learn to listen to longer passages and understand more of what they hear To be able to pick out key words and phrases from current and previous units when listening	To be able to listen more attentively and for longer periods To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills	To be able to listen to longer text and more authentic foreign language material To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar

<p>Speaking</p> 		<p>To learn to repeat and reproduce language and key words with accurate pronunciation</p>	<p>To learn to communicate with others using simple words and short phrases</p>	<p>To be able to communicate with others with improved confidence and accuracy</p> <p>To learn to ask and answer questions based on the language covered in the unit</p>	<p>To be able to communicate on a wider range of topics and themes</p> <p>To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</p>	<p>To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity</p> <p>To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate</p>
<p>Reading</p> 		<p>To be able to identify the written version of some of the words they hear</p>	<p>To be able to read familiar words and short phrases accurately by applying phonics knowledge</p> <p>To understand the meaning in English of some words read in the foreign language</p>	<p>To be able to read aloud short pieces of text, applying phonics knowledge</p> <p>To understand most of what they read in a foreign language when the text is based on familiar language</p>	<p>To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context</p> <p>To increase knowledge of phonemes and letter strings and apply these when reading</p>	<p>To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc...</p> <p>To decode unknown language using a bilingual dictionary</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Writing 		<p>To consolidate letter formation skills by copying words in a foreign language from a model example</p> <p>To start to reproduce nouns and determiners/articles from a model example</p>		<p>To be able to write familiar words and short phrases using a model or vocabulary list</p>	<p>To be able to write some short phrases based on familiar topics</p> <p>To begin to use conjunctions and the negative form where appropriate</p>	<p>To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required</p> <p>To be able to substitute words for suitable alternatives</p>	<p>To be able to write a piece of text using language from a variety of units covered</p> <p>To learn to adapt any models provided to show solid understanding of grammar covered</p> <p>To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives</p>