



Languages

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Nelson Mandela

At Caldecote we want to provide our children with rich experiences that build and develop their self-confidence and skills. We want our children to be enthusiastic, engaged and challenged to develop their understanding of other cultures in the world around them. We do this by providing them with opportunities to; explore what lies behind a different language, use language learnt in real and practical situations, whilst at the same time enhancing the richness and diversity of different cultures.

We aim to provide our children with foundational listening, speaking, reading and writing skills in Spanish to strengthen their ability to communicate with others and open future opportunities to learn further languages and study/work abroad. Our children will gain systematic knowledge of key vocabulary and structures and grammar and phonics. By the end of their study here at Caldecote they will be confident and independent learners who are not afraid to communicate in a different language.



A Year 3 pupil can:	A Year 3 greater depth pupil will:
<ul style="list-style-type: none"> ▪ join in with songs and rhymes ▪ respond to a simple command ▪ answer with a single word and a short phrase ▪ ask an appropriate question ▪ name people, places and objects ▪ choose the right word to complete a phrase or a short sentence ▪ use set phrases ▪ read and understand single words ▪ read and understand short phrases ▪ use simple dictionaries to find the meaning of words ▪ write single words correctly 	<ul style="list-style-type: none"> ▪ Show increased fluency and independence in both written and spoken forms. ▪ Draw upon prior knowledge to make suggestions and strengthen their understanding. ▪ Use grammar, extensive vocabulary and pronunciation accurately. ▪ Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language.

Year 3

Listening	Speaking	Reading	Writing	Intercultural understanding
Understand a few familiar spoken words and phrases eg: <ul style="list-style-type: none"> • teacher's instructions • days of the week • a few words in a song • colours • numbers 	Say and/or repeat a few words and short simple phrases eg: <ul style="list-style-type: none"> • greetings • naming classroom objects and animals • Expressing likes and dislikes 	Recognise and reason out a few familiar words or phrases eg: <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date Use visual clues to help with reading phrases.	Write or copy simple words and/or symbols correctly eg: <ul style="list-style-type: none"> • personal info e.g. age • numbers • colours • objects Select appropriate words to complete short phrases or sentences.	Understand and respect that there are people and places in the world that are different to where I live and play. Understand that some people speak a different language to my own.

Half-Termly Coverage

Themes

Greetings; numbers 1 -10; name and age - asking and answering; saying how I and someone else is feeling	Saying what I and others have; Numbers 1 -20; pets; items in school	Saying what I and others do; activities; places	Saying how many and describing things; poem	Describing things and people; colours	Expressing likes and saying what I and others do; fruit; The Very Hungry Caterpillar
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Key vocabulary

hola buenos días buenas tardes hasta luego ¿Cómo te llamas? Me llamo... Se llama... ¿Cómo estás? Estar, estoy, está	tener, tengo, tienes amigo amiga un gato un perro botella bolígrafo	el, la, un, una hablar / hablo cantar / canto escuchar / escucho comprar / compro llevar / llevo caminas/camino nadar / nado playa pueblo	hay un, una, unos, unas chaqueta paquete bosque cuántas, cuántos Items related to a poem	Él, ella, tú, yo bonito pequeño alto bajo rojo azul gris amarillo triste elegante	amar las/los comer, como jugar llevar niño, niña Vocabulary relating to fruit and days of the week
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A Year 4 international speaker can:	A Year 4 greater depth pupil will:
<ul style="list-style-type: none"> ▪ name and describe people, places and objects ▪ have a short conversation saying 3-4 things ▪ give a response using a short phrase ▪ start to speak in sentences ▪ read and understand a short passage using familiar language ▪ read a passage independently ▪ write phrases from memory 	<ul style="list-style-type: none"> ▪ Show increased fluency and independence in both written and spoken forms. ▪ Draw upon prior knowledge to make suggestions and strengthen their understanding. ▪ Use grammar, extensive vocabulary and pronunciation accurately. ▪ Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language.

Year 4				
Listening	Speaking	Reading	Writing	Intercultural understanding
Understand a range of familiar spoken phrases eg: • basic phrases concerning myself, my family and school Respond to a clear model of language. Listen to stories where part of the vocabulary is known.	Imitate or know how to pronounce some single letter sounds. Answer simple questions and give basic information eg: • brothers and sisters • places	Understand some familiar written phrases eg: • basic descriptions of objects • basic descriptions of people • activities	Write one or two short sentences with support e.g. a model or fill in the words on a simple form Begin to spell some commonly used words correctly	Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.

Half-Termly Coverage

Themes					
Describing me and others; days of the week; talking about where I am from	Saying what I and others have; family; items in the classroom	Saying what I and others do; places	Saying how many and describing things; body parts; numbers to 50	Describing things and people; months of the year; birthday	Expressing likes and saying what I and others do; poem

Key vocabulary					
lunes miércoles jueves viernes sábado domingo Estar, estoy, está ¿Dónde vives? Vivo en ... Inglaterra España	tengo, tener, tiene hermano hermana hoja profesor profesora Vocabulary relating to everyday items	buscar / busca crear / creo / presentar / presenta / presento visitar / visito / visita con iglesia plaza mueso parque estadio cuidad	Hay Unos / una / unas cuántos Recap vocabulary relating to numbers to 50 Parts of the body vocabulary	Él, ella, tú, yo chico, chica grande pero independiente importante preparado/a postiva/o débil cuándo cumpleaños months of the year vocabulary	las, los voy amar odiar gusta difícil fácil organizar tocar luego, lugar hablar música



A Year 5 international speaker can:		A Year 5 greater depth pupil will:		
<ul style="list-style-type: none"> hold a simple conversation with at least 4 exchanges use their knowledge of grammar to speak correctly use a bilingual dictionary or glossary to look up words understand a paragraph of text and answer questions on the main points write sentences using learned vocabulary and grammar 		<ul style="list-style-type: none"> Show increased fluency and independence in both written and spoken forms. Draw upon prior knowledge to make suggestions and strengthen their understanding. Use grammar, extensive vocabulary and pronunciation accurately. Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language. 		
Year 5				
Listening	Speaking	Reading	Writing	Intercultural understanding
Understand the main points from a spoken passage made up of familiar language eg: <ul style="list-style-type: none"> short rhyme or song basic telephone message weather forecast 	Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood. Ask and answer simple questions eg: <ul style="list-style-type: none"> taking part in an interview/survey about pets/favourite food talking to a friend about hobbies Talk about personal interests 	Understands the main point(s) from a short written text eg: <ul style="list-style-type: none"> simple messages on a postcard/in an email Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.	Write a few short sentences with support using language already learnt eg: <ul style="list-style-type: none"> postcard simple note or message identity card Spell words that are readily understandable.	Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.

Half-Termly Coverage					
Themes and key grammatical features					
Describing me and others in class, people and friends; birthdays; dates	Saying what I and others have at school and at home; family; teachers	Saying what I and others do; customs; volunteering; break time; on a farm; in my room	Saying where you're going and what there is there; Oviedo; compass points (Spain); Madrid	Saying what I and others do; activities at home; weather and seasons; physical geography (Spain)	Expressing likes and actions; household chores; in school; travelling around Spain
Key vocabulary					
somos estamos están soy son quién creativo/a negativo/a tranquilo/a ¿Cómo eres? Vocabulary linked to dates	¿Qué tienen? tener tengo tiene tenemos tienen diccionario mochila foto habitación cama familia casa	-ar verbs – jugar, ganar -er verbs – aprender, hacer, beber, comer pollo vaca tocar limpiar recreo cultura poner cocinar bailar	hay voy, vas este norte sur oeste	hacer hago hace baile carrera imagen otoño invierno primavera verano	lavar ordenar coche avión ropa suelo silencio colegio deberes aburrido querer quiere



A Year 6 international speaker can:	A Year 6 greater depth pupil will:
<ul style="list-style-type: none"> ▪ speak on a topic using at least 3 sentences ▪ use their knowledge of grammar to speak correctly ▪ understand a short story or factual text and note the main points ▪ use the context to work out unfamiliar words ▪ use a bilingual dictionary to find new vocabulary ▪ write a paragraph of 4-5 sentences ▪ substitute words and phrases 	<ul style="list-style-type: none"> ▪ Show increased fluency and independence in both written and spoken forms. ▪ Draw upon prior knowledge to make suggestions and strengthen their understanding ▪ Use grammar, extensive vocabulary and pronunciation accurately. ▪ Apply their knowledge of culture, traditions and customs to communicate effectively and respectfully in that language.

Year 6				
Listening	Speaking	Reading	Writing	Intercultural understanding
Understand the main points and some of the detail from a short spoken passage eg: <ul style="list-style-type: none"> • sentences describing what people are wearing • an announcement 	Take part in a simple conversation. Express an opinion. Pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. More accurate pronunciation and intonation.	Begin to read independently. Use a bilingual dictionary to look up new words.	Write a short text on a familiar topic, adapting language already learnt. Spell commonly used words correctly.	Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today e.g. poverty, famine religion and war.

Half-Termly Coverage					
Themes and key grammatical features					
Describing me and others; concerts & celebrations; events	Saying what I and others have; towns and cities; position	Saying what I and others do; traditions; in school; at the weekend; packing	Saying where you are going and what there is there; Peru, Badajoz town; Córdoba	Saying what I and others do; weather and activities; physical geography (Mexico)	Expressing likes and actions; holiday
Key vocabulary					
estar estamos están ser somos son concierto exposición fecha	tenemos tienen cara pelo compañero / compañera histórico universidad delante entre detrás	-ar verbs: cantar, comprar, escuchar, preparar carrera beber aula tarea restaurant tenis fútbol escondite	voy vas va bosque campo isla lago playa parque	hacer, hago, hace juego/juegas llegar centro visita cerca lejos baloncesto natación esquí mundo dinero tráfico	escribir lavar dormir querer quiero quieres quiere poder, puedo, puedes, puede tren amar aprender odiar

