



# 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 international speaker can:**

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| <ul style="list-style-type: none"> <li>▪ join in with songs and rhymes</li> <li>▪ respond to a simple command</li> <li>▪ answer with a single word</li> <li>▪ answer with a short phrase</li> <li>▪ ask an appropriate question</li> <li>▪ name people, places and objects</li> <li>▪ choose the right word to complete a phrase or a short sentence</li> </ul> | <ul style="list-style-type: none"> <li>▪ use set phrases</li> <li>▪ read and understand single words</li> <li>▪ read and understand short phrases</li> <li>▪ use simple dictionaries to find the meaning of words</li> <li>▪ write single words correctly</li> <li>▪ label a picture</li> <li>▪ copy a simple word or phrase</li> </ul> |
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**Year 3**

Listening	Speaking	Reading	Writing	Intercultural understanding
Understand a few familiar spoken words and phrases eg: <ul style="list-style-type: none"> <li>• teacher’s instructions</li> <li>• days of the week</li> <li>• a few words in a song</li> <li>• colours</li> <li>• numbers</li> </ul>	Say and/or repeat a few words and short simple phrases eg: <ul style="list-style-type: none"> <li>• what the weather is like</li> <li>• naming classroom objects</li> </ul>	Recognise and reason out a few familiar words or phrases eg: <ul style="list-style-type: none"> <li>• from stories and rhymes</li> <li>• labels on familiar objects</li> <li>• the date</li> </ul> Use visual clues to help with reading phrases.	Write or copy simple words and/or symbols correctly eg: <ul style="list-style-type: none"> <li>• personal info e.g. age</li> <li>• numbers</li> <li>• colours</li> <li>• objects</li> </ul> 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; name - asking and answering; numbers 1 -10; age - asking and answering	Numbers 1 -20; where I live - asking and answering; Christmas	Pets – asking and answering; numbers 1-50	Colours; numbers 1 – 100	Brothers and sisters - asking and answering; foods	Drinks; days of the week  <b>Event – learn a song to perform</b>
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**Key vocabulary**

hola buenos días buenas tardes hasta luego ¿Cómo te llamas? Me llamo... Se llama... ¿Cómo estás?	¿Dónde vives? Vivo en ... ciudad condado contad al revés Inglaterra	¿Tienes una mascota? un gato un perro un elefante un pez un pájaro un conejo un caballo	rojo naranja amarillo blanco negro lila rosa marron gris	Tengo ... hermana(s) hermano(s) hijo (-a) uncio  vocabulary for food	lunes martes miércoles jueves viernes sábado domingo  vocabulary for drinks
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**A Year 4 international speaker can:**

- name and describe people
- name and describe a place
- name and describe an object
- 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
- explain the main points in a short passage
- read a passage independently
- write phrases from memory
- listen to a story with some familiar vocabulary

**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: • about the weather • brothers and sisters • pets	Understand some familiar written phrases eg: • simple weather phrases • basic descriptions of objects	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. • shopping list • holiday greetings by email/postcard. 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**

Talking about me	Food and drink - likes and dislikes	El Oso Pardo (The Brown Bear) - animals, articles, plurals, colours	La Oruga Hambrienta (The Very Hungry Caterpillar) – fruits, foods, days of the week <b>Event – learn and perform a story</b>	Birthdays - months of year, numbers to 31, dates	Weather - describing the weather and the seasons
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**Key vocabulary**

hola buenos días buenas tardes buenas noches adiós  Tengo ... años. Me llamo... ¿Cómo estás? or ¿Qué tal? Estoy... fatal      bien mal      muy bien regular      estupendo	el desayuno el almuerzo la cena el postre Tengo hambre. Quiero... Me gusta... No me gusta...	un gato      azul un perro      rojo un pez      blanco un oso      negro un pájaro      verde un pato      amarillo un caballo      pardo una rana      morado  el/la los/las un/una unos/unas	lunes martes miércoles jueves viernes sábado domingo  vocabulary from the story	enero      junio febrero      julio marzo      agosto abril      septiembre mayo      octubre junio      noviembre julio      diciembre  ¿Que fecha es hoy? ¿Cuándo es tu cumpleaños? un regalo	el invierno la primavera el verano el otoño  hace buen tiempo hace mal tiempo hace calor hace frío hace sol hace viento hace niebla llueve nieva
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**A Year 5 international speaker can:**

- 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

**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"> <li>• short rhyme or song</li> <li>• basic telephone message</li> <li>• weather forecast</li> </ul>	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"> <li>• taking part in an interview/survey about pets/favourite food</li> <li>• talking to a friend about hobbies</li> </ul> Talk about personal interests	Understands the main point(s) from a short written text eg: <ul style="list-style-type: none"> <li>• simple messages on a postcard/in an email</li> </ul> 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"> <li>• postcard</li> <li>• simple note or message</li> <li>• identity card</li> </ul> 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**

<b>Around my school</b> School subjects, equipment, rooms round the school masculine and feminine nouns, adjectives	<b>Food and drink</b> Likes and dislikes, Spanish specialities -er verbs, agreement of adjectives  <b>Event – ordering at a café experience</b>	<b>Sports and hobbies</b> Sports, musical instruments, likes and dislikes, frequency words -ar verbs, reading comprehension	<b>My family and other animals</b> Relationships, numbers, animals, descriptions tener
<b>Key vocabulary</b> ¿Qué asignaturas te gustan en la escuela? me gusta(n) me encanta(n) no me gusta(n) odio  vocabulary for stationery items vocabulary for school subjects adjectives describing school subjects	me gusta(n) me encanta(n) no me gusta(n) odio  ¿Qué te gusta comer y beber?  vocabulary for fruits	¿Qué deportes te gustan? practicar jugar  vocabulary for sports  ¿Qué instrumentos te gustan? ¿Qué instrumentos sabes practicar? sé tocar  vocabulary for musical instruments	¿Cuántos años tienes? Tengo ... años. ¿Cuántos años tiene tu hermano/tu hermana? Mi hermano/hermana tiene ... años. Se llama...  vocabulary for numbers to 20 vocabulary for colours vocabulary for family members vocabulary for pets



**A Year 6 international speaker can:**

- 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

**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"> <li>• sentences describing what people are wearing</li> <li>• an announcement</li> </ul>	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**

<b>Clothes</b> Casual clothes and school uniform, colours, preferences speaking (fashion show script), reflexive verbs  <b>Event – fashion show</b>	<b>House and home</b> Names of rooms, prepositions, household items prepositions, estar (location)	<b>Holidays</b> Places to go on holiday, holiday activities, things to take on holiday, transport, weather ir, simple future tense (voy + infinitive)	<b>Fiesta</b> Celebrations, birthdays, weddings, parties, religious holidays dates
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**Key vocabulary**

llevar vestirse  vocabulary for clothes vocabulary for colours (recap)	detrás de (behind) delante de (in front of) entre (between) enfrente de (opposite) a la izquierda (left) a la derecha (right) al lado de (next to)  vocabulary for rooms/locations in a house	¿Qué tiempo hace? ir  vocabulary for holiday locations vocabulary for weather vocabulary for the seasons vocabulary for visitor attractions vocabulary for transport vocabulary for packing	celebrar decorar disfrazarse regalar la costumbre ¿Cuándo es tu cumpleaños?  vocabulary for days of the week and months of the year
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