



## Non-negotiable Progression of KSU in Spanish at Buckshaw Primary School

At Buckshaw Primary School, we believe that learning a foreign language will prepare pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will learn here will help them to learn new languages or to improve their competence in an existing language at secondary school and in the future. By increasing their capability in the use of a foreign language, we intend to promote initiative, confidence and independent learning and encourage diversity within society. In our school we teach Spanish to all our KS2 children as part of our normal school curriculum.

End of N	End of R	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	National Curriculum
SING SIMPLE SPANISH NURSERY RHYME	HOME CORNER – SPANISH CAFE	COUNT TO 10 IN SPANISH	READ SOME SPANISH LABELS AROUND THE CLASSROOM (DOOR)	<p><b>SPEAKING</b> Answer teacher led questions about yourself including; ¿Qué tal? ¿Cómo te llamas? ¿Cuántos años tienes?</p>	<p><b>SPEAKING</b> Hold a conversation with a partner which includes asking and answering at least 1 question each including: ¡Hola! ¿Qué tal? ¿Cómo te llamas? ¿Cuántos años tienes? Bien, Me llamo Ben. Tengo 10 años.</p>	<p><b>SPEAKING</b> Hold a conversation which includes asking and answering at least 3 questions including: ¡Hola! ¡Hola! ¿Qué tal? Bien ¿Cómo te llamas? Me llamo Ben. ¿Cuántos años tienes? Tengo 10 años.</p>	<p><b>SPEAKING</b> Hold a 3-way conversation which includes asking and answering at least 4 questions each including: ¡Hola! ¿Qué tal? ¿Cómo te llamas? ¿Cuántos años tienes? ¿Cuál es tu color preferido? ¿Tienes hermanos? ¿Cómo se llama tu hermano? ¿Te gusta jugar al fútbol? ¿Dónde vives? ¿Vives en una casa o en un piso? ¡Hola! Me llamo Ben. Tengo 10 años. El uniforme del colegio</p>	<ul style="list-style-type: none"> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>- present ideas and information orally to a range of audiences* listen attentively to spoken language and show understanding by joining in and responding</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>

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						es: pantalón negro, jersey azul y camisa blanca. Me gusta el azul – es fabuloso – pero no me gusta llevar uniforme.	
			<b>RESEARCH</b> Know say and read at least 8 colours in Spanish including red, yellow, white	<b>RESEARCH</b> Describe Spain's flag in English and Spanish	<b>RESEARCH</b> Write and say a list of typical Spanish foods	<b>RESEARCH</b> Research a Spanish holiday destination and present a poster of places of interest places of interest describing places in Spanish and what activities they would do there	- describe people, places, things and actions orally* and in writing
			<b>READING</b> Sing Days of the Week Spanish Song Cancion Dias de la Semana <a href="https://www.youtube.com/watch?v=C4fREj60Crk">https://www.youtube.com/watch?v=C4fREj60Crk</a> and order day flashcards starting from any given day	<b>READING</b> Read and say/sing a given song 'Canta en español'	<b>READING</b> Scan a story taken from Spanish Short Stories for Beginners: and pick out known phrases and vocabulary	<b>READING</b> Read an authentic Spanish texts chosen from Spanish Short Stories for Beginners: 20 Captivating Short Stories to Learn Spanish & Grow Your Vocabulary by Lingo Mastery	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language
			<b>WRITING</b> Label a drawing of a person including 3	<b>WRITING</b> Write two or more sentences about your clothes:	<b>WRITING</b> Write in sentences a list of 6 things you	<b>WRITING</b> In Spanish, write a programme of activities for a week on holiday,	- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

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				<p>oor more items of clothes: una camisa un sombrero</p>	<p>Esta es una camisa azul Este es un sombrero rojo</p>	<p>would pack in a suitcase Voy a empacar....</p>	<p>adapting a model and <u>using the immediate future tense</u> eg. Vamos a visitar el castillo. Vamos a visitar la plaza. Vamos a visitar el zoo.</p>	<p>- 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.</p>
				<p><b>DICTIONARY</b> Find Spanish words in a bi-lingual dictionary for a list of English nouns</p>	<p><b>DICTIONARY</b> Find the English translation in a bi-lingual dictionary for a list of unknown Spanish words</p>	<p><b>DICTIONARY</b> Use a Spanish/English dictionary to improve the vocabulary within a given Spanish text</p>	<p><b>DICTIONARY</b> Uplevel a piece of written Spanish by using a Spanish/English dictionary to improve their vocabulary</p>	<p>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>