



Spanish (FL) Long Term Plan

Revised2021.....

Intent:

We want our pupils to have a love of languages, a link with the wider world and a deeper understanding of their own language too.

We want our pupils to develop a wider cultural understanding of the world in which they live, to be curious about the thoughts of others and through this develop tolerance;

We want our pupils to enjoy learning a new language, a skill which they can master and apply in lots of areas, helping them to become citizens of the wider world.

- **Themselves**
- **Places they go**
- **Cultural**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 Level 1	Greetings/Introductions/ numbers to 10. Classroom instructions Days of the week	Christmas Traditions Describing themselves – character	Easter Traditions Parts of the body	To name pets	Food and drink- Likes and dislikes	To know other countries which speak Spanish as their main language. Months of the year and seasons
	Speaking and Listening Recognise the written word	Speaking and Listening Recognise the written word Write scaffolded sentences.	Speaking and Listening Recognise the written word Label images with support	Speaking and Listening Recognise the written word Label images with support	Speaking and Listening Recognise the written word Write scaffolded sentences.	Speaking and Listening Recognise the written word Write scaffolded sentences.
4	Greetings/Introductions/ numbers to 20. Classroom instructions	Christmas Traditions Family Introductions	Easter Traditions Parts of the body	To name wild animals	Food and shops	Tomatina festival Time

Level 2	School lessons Day of the Dead					
	Speaking and listening- short verbal instructions and lesson names Labels – writing and reading To know about the traditions of Dia de los Muertes.	To create short sentences to introduce their family members. To listen to audio family introductions and recognise who is being introduced.	To create short sentences about the body. To be able to recognise the written and spoken names of body parts.	To create short pieces of text with some support.	To be able to label shops and food items. To be able to read labels and link to pictures.	To introduce verbs for past, present and future linked to time To write short sentences. Linked to time.
5 Level 3	Greetings/Introductions/ numbers to 100. Classroom instructions	Christmas Traditions Introducing friends and wider family	Easter Traditions Telling a doctor about an illness	To name Farm animals	Ordering in a café/restaurant	Peru study- Inca Sun festival Weather
	Speaking and listening Short sentences – read and write To write greeting conversations	To write and read short paragraphs about Christmas traditions. With support.	To write and read short sentences about Easter traditions. With support	To write 2/3 sentences on one animal.	To be able to listen to audio orders and name what people are ordering	To be able to read, write and say weather types. To be able to know about the traditions of the festival.
6 Level 4	Greetings/Introductions/ numbers to 100. Classroom instructions	Christmas Traditions Describing in words family and friends, appearance and character	Easter Traditions Telling a doctor about an illness/healthy regime	To describe animal's appearance	Ordering in a café/restaurant	Argentina- Festival de Tango Weather Forecast - verbs
	Speaking and listening – comprehension task Read and write short passages.	To write and read short paragraphs about Christmas traditions. With support.	To write and read short paragraphs about Easter traditions. With support. To write a conversation between a patient and a doctor saying where hurts/fells unwell etc.	To write a description of a small animal. To read and answer questions about animals.	To place and take orders verbally and written. Read from a menu and take orders from others	To write a script and film a weather forecast. Referring to the day before's weather, today's and tomorrow's. To be able to know about the traditions of the festival.

Continued throughout – Classroom instructions, greetings and counting.

Pupils should be taught to: ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣

read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 3 ♣ 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.

Listening and responding

Level 1

Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good-quality recording. They may need a lot of help, such as repetition or gesture.

Level 2

Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.

Level 3

Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.

Level 4

Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.

Speaking

Level 1

Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.

Level 2

Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.

Level 3

Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

Level 4

Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

Level 5

Pupils give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.

Reading

Level 1

Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.

Level 2

Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.

Level 3

Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Level 4

Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.

Writing

Level 1

Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

Level 2

Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.

Level 3

Pupils write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.

Level 4

Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.

