Spanish at Springfield

Our vision

At Springfield, we are proud of our rich and ambitious Spanish curriculum. Our curriculum is designed to ensure that all children develop competence and confidence in communicating in Spanish through both understanding and producing language by the end of their primary journey.

We believe every child is entitled to develop a strong foundational understanding of how to learn another language, so they are empowered to learn any language they may choose in the future. Our approach to teaching Spanish is underpinned by an understanding that learning one language opens the doors to learning others. By learning languages, we encourage children to broaden their horizons and appreciate the fact that they are global citizens. We seek to empower our children for their future where living, working or travelling abroad may require the confidence and skill to communicate in another language.

Our school community hugely values the variety of languages spoken by its members. We celebrate the fact that many of our children already speak more than one language - and that many members of our staff team and families are multilingual. Throughout our curriculum, we have a strong focus on effective communication and a culture of loving language and appreciating the power and beauty it holds.

Our Springfield VERSE teaches children that they have a valued voice. In our Spanish curriculum, we encourage children to appreciate the opportunities that speaking more than one language will provide them to hear from and be heard by people from a range of backgrounds across the globe.

How we plan for and teach Spanish

Pupils begin learning Spanish in Year 2, with early exposure to the language through songs and rhymes. There is a particular emphasis in developing children's phonic awareness so they can confidently and accurately pronounce words in an increasingly accurate accent.

Pupils in Key Stage Two have a weekly Spanish lesson throughout the year. Our specialist Spanish teacher is a native speaker of Spanish and is supported by the Hackney Education scheme of work and other high-quality resources to plan and teach engaging lessons broken into small, progressive steps with opportunities for meaningful practice and review. Our Spanish-speaking MFL lead works closely with the specialist teacher to provide relevant CPD opportunities, provide support and evaluate the effectiveness of the curriculum and responsive teaching in securing retention and progress for every child.

All lessons develop three key cornerstones of language development: **phonics, vocabulary and grammar**. Learning is broken into small steps, modelled explicitly, practised deliberately and reviewed regularly and intentionally. Carefully selected high-frequency vocabulary is taught explicitly and revisited systematically over time to ensure automatic and fluent recall from long-term memory. Children learn grammatical structures, patterns and rules in a logically organised sequence. An emphasis is placed on reusable structures that children can learn to adapt and extend. Meaningful comparisons are made between the similarities and differences in English and Spanish sentence structures. An emphasis in understanding and identifying word classes is prioritised in vocabulary and grammar instruction.

In addition to the rigorous teaching of the Spanish language, lessons provide opportunities for children to explore different Spanish-speaking cultures to develop their intercultural understanding.

Spanish lessons are very popular at Springfield. By the end of Key Stage Two, our children relish the chance to have conversations, to read a range of texts and to generate language for a range of purposes based on their knowledge of phonics, vocabulary and grammar. They leave Springfield ready and motivated for their next steps in language learning.

How we evaluate learning in Spanish

The specialist Spanish teacher regularly assesses children's progress in Spanish through listening to children's spoken communication and evaluating their application of phonic knowledge, vocabulary and grammatical structures in a range of contexts. Children's writing is also evaluated as a form of assessment of their application of phonics for spelling, precise use of vocabulary and manipulation of grammar.

At the end of a unit of learning, children's progress is assessed against the unit objectives and next steps are planned for. Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to reflect on their learning to draw out areas of strength and next steps.

Year 2 Content (Non Statutory)								
Y2 End Points	Term	Auto	umn	Spri	ng	Summer		
Can respond to a variety of known and new songs	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
with gestures to show understanding Can sing along with the Alphabet song Can pick out key words	Topic	Name, wellbeing & age Greetings Numbers 1-31	Classroom Instructions Days and Months Birthday Story	Name, wellbeing, age and months Animal story with adjectives	Revision: Verb instructions, wellbeing, age and brithdays I amhot/ cold/thirsty/hungry	A Fairytale in Spanish	The Beach, Ice Cream Flavour and Role Play	
from familiar stories read aloud, such as Caperucito Rojo Tengo frío Can "play" with Spanish sounds through songs and games, including 'tricky' consonants such as j, II, ñ Can correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey Can ask and respond to the question ¿Qué tal? Can understand simple classroom commands, such as silencio, en fila, de pie, sentáos Can say the month of	Key Knowledge	To revise questions and answers re name, well being and age To learn the greeting 'good night' in Spanish To revise 'how are you' question and answer and to learn other replies To revise numbers 1-10 To revise numbers 11-20 To learn numbers 21-31	 To revise classroom instructions To revise days of week To learn months of the year To learn how to say the month of their birthday Birthday story 	To revise questions and answers re name, well being, age and month of birthday To read and understand the story 'Dear Zoo' in Spanish - Querido Zoo To revise questions and work well being, age and month of birthday To read and understand the story 'Dear Zoo' in Spanish - Querido Zoo	To revise fruits and drinks Introduce some drinks in Spanish To revise 'I am + temperature' and to learn 2 new phrases To introduce some foods in Spanish Enact a café role play	To revise previous term's work To revise action verb instructions To revise I am hot, cold, thirsty, hungry To read and understand 'Little Red Riding Hood' in Spanish Ole To revise Previous term's words To hear Spanish children talking a beach To learn some activities at the bound of the previous procession of the plant occurrence of the plant occurrence of the plant occurrence of the plant occurrence oc	words To hear Spanish children talking at the beach To learn some activities at the beach To learn some icecream favours To revise role play vocabulary/phrases Teach the new expression: 'You're welcome'. To practise ordering an	
their birthday Can understand a variety of descriptive adjectives, eg grande, pequeño Can count from 1 - 10	Y2 Skills Cross Curricular Links	vocabulary matchSpanish word canInteractions withFamiliar games in	e Spanish words opets and partners ning to picture flash card rds to build short senten Spanish songs with a fo n Spanish (including 'Sir ultural similarities through	ces cus on identifying and respo	lay celebration	Literacy: Familiar stories Music: Singing	Drama: Role Play Music: Singing	

Year 3 End Points	Term	1	utumn	Year 3	pring	Summer		
Can understand and respond to a					•			
few familiar spoken words and short phrases, spoken slowly and	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
clearlyCan follow and repeat key words	Topic	Spanish Speaking Countries and Greetings	Spanish Numbers and Dates	Myself and Things I do	Designing a Monster	Me Gusta	Mi Familia	
from a song, rhyme or poem. Can recall key phonics words (and gestures), and say them aloud with good pronunciation. Can read key words (and gestures), and read them aloud with good pronunciation. Can ask and answer simple pre-learned questions from memory. Is beginning to understand the formation of questions and answer involving familiar vocabulary Can indicate that there is a problem using a pre-learned	Key Knowledge	Can greet each other, asking and answering names and about wellbeing Can recognise aurally and in written form the numbers 1 – 20 Can respond to simple classroom commands Can pronounce more or less correctly the key Spanish sounds	Can pronounce correctly the key Spanish sounds included in this Unit Can say how old they are and ask their partner their age Can say the day and the date Can respond to simple commands	Can pronounce correctly the key Spanish sounds included in this Unit Can say and ask others when their birthday is Can say and ask others what their favourite colour is Can recognise the 1st person singular of 7 -ar verbs	Can hold a simple conversation with a partner Can respond to and create descriptions using colour correctly, agreeing in gender and number Can demonstrate through actions an understanding of the songs in this Unit soy, ¿Y tú? ¿Quién es? Es Tiene parts of the body recap of colours	Can express simple preferences using parts of me gusta + colour and -ar verbs Can respond to a known story with gestures and mime and take part in a performance of the story Can pronounce the phonic sounds included in the Unit Can recognise multiples of numbers in tens up to 100	Can hold a conversation with a partner about families and pets Can respond to a song using gestures and mime Can pronounce the phonic sounds included in the Unit	
 phrase. Can repeat and say familiar words and short simple phrases, using understandable pronunciation. Can read aloud some very familiar words and short phrase with accurate pronunciation. Can understand some familiar written words and short phrases. Can use the visual cues and context to follow the gist of a short text. 	Key Skills	Listen attentively Work effectively in pairs	Recall key phonic sounds Work well with a partner Respond to a variety of inputs to learn new grammar points	Recall key phonic sounds Work well with a partner Develop strategies to aid memorisation, such as actions linked to verbs	Listen attentively and demonstrate this by responding to songs Work effectively in pairs and give each other feedback Memorise language through responding to songs	Listen attentively and demonstrate this by responding to songs and stories Build on prior knowledge to access a new text Develop a strategy of their own to help them memorise new vocabulary	Listen attentively and demonstrate this by responding to songs and stories Use a bi-lingual dictionary to look up simple nouns Do a presentation about their families	
Can use a word list to locate specific words. Can use classroom prompts (such as display) as an aid to spelling. Can write some single words from memory, with plausible spelling Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun. Can use indefinite articles in the singular with masculine and feminine nouns.	Grammar and Structures	The yo and tú forms of the verb llamarse Structures to say simple mental Maths eg 2 más 3 son 5	Tengoaños The information that months do not have a capital letter (unless they start a sentence) Commands in the singular and plural The way to say 'of the' masculine form - del	1st person singular of common -ar verbs and their infinitives How to ask and give information about favourite colour using Cuál.	Gender and number differences of nouns Adjectives describing nouns The 3rd person singular of the verb 'tener'	The infinitive of a selection of -ar verbs Me gusta, no me gusta, me gustan, no me gustan + colour me gusta + -ar verbs in the infinitive Masculine/feminine adjectives to describe nouns That stories in the past are written in the past tense	The 1st, 2nd and 3rd persons singular of the verb 'tener' Use the masculine/feminine versions 'un/una'	
 Can form regular plural nouns. Can identify adjective and noun position. Can use some singular masculine and plural adjectives correctly. Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently. 	Pronunciati on Focus	II, ue, j, c, silent h and the use of the accent when it denotes stress	Ñ, ua, z, soft c, j, ei, v, i, silent h	• Ñ, ai, j, v, ue and silent h.	• II, ue, ie	R, soft c, j, silent h	• Z, II, rr, ñ, silent h, hard	

	Year 4 Spanish Curricumlum							
Year 4 End Points Can understand and respond to a	Term	A	utumn	Sp	oring	Summer		
range of familiar spoken words and short phrases.	Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Can join in the re-telling/playing	Coverage			-				
of a familiar story, song, rhyme	Topic	¿Qué tiempo hace?	¿Qué te gusta hacer?	Raúl viaja en el tiempo	Healthy Lifestyles	El Carnaval de los animales	Cuando llueve llevo un	
or poem using gestures or by saying key words and phrases • Can recognise key sounds and words that rhyme. • Can match key sounds and words that rhyme. • Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. • Is beginning to understand how to form questions/answers independently. • Can use simple pre-learned words and phrases for routine situations and interaction. • Can produce short pre-prepared phrases on a familiar topic, with	Key Knowledg e	Can create and perform a dialogue about the weather Can ask and answer questions about modes of transport Can understand that Spanish is spoken in many countries Can pronounce	 Can create a dialogue with a partner around ¿Qué te gusta hacer? Can write sentences from memory expressing opinions about what they like/do not like to do Can pronounce correctly the phonic sounds included in the Unit 	Can create a dialogue with a partner using questions and complex sentences expressing opinions Can write sentences expressing opinions about what they like/do not like to do Can read the story aloud with accurate pronunciation and intonation	Can create a dialogue with a partner around ¿Qué haces el lunes? Can produce an individual written diary of daily activities Can pronounce correctly the phonic sounds included in the Unit	Can write a description of animals using 2 adjectives Can create complex sentences which include time + activities Can perform a role play using a variety of times + activities Can pronounce correctly the phonic sounds included in the Unit	Can create and perform a dialogue about the weather, including articles of clothing and temperature Can write an individual weather diary for a week Can match key sounds and words which rhyme Can pronounce correctly the phonic	
secure pronunciation. Can match sound to print, by reading aloud familiar words and phrases. Can read and understand a range of familiar written		correctly the phonic sounds included in the Unit					sounds included in the Unit Use context to	
phrases. Can identify the overall type of text from its layout, contextual cues and a few familiar words. Can use a word list to check the spelling of a word. Can use a dictionary or online resource to check the spelling of a word. Can write simple words and several short phrases from memory with understandable spelling. Can substitute one element in a simple phrase or sentence to vary the meaning. E.g the colour, adjective or noun. Can use indefinite articles in	Key Skills	Use context to estimate new words Apply phonic knowledge to support reading and writing Understand that Spanish is spoken in many countries Work with a partner	Use mental associations to help remember words Apply phonic knowledge to support reading and writing Read and memorise words	Build on prior learning to determine meaning Plan a language activity Use a simple glossary to locate specific words	Use a dictionary Build on prior knowledge to determine meaning Develop intercultural understanding about others' daily activities	Use question forms Build on prior knowledge to create new sentences Plan and deliver a language activity Look at the writing conventions of the language	estimate new words Discuss language learning and share ideas Apply phonic knowledge to support reading and writing Understand a traditional children's song in the past tense Work with a partner	
singular and plural and definite articles in both singular and plural. Can use a variety of plural nouns, including some irregular ones. Can use adjectives (agreement and position) with more confidence. Can use 'tiene' (3rd person tener) and está (3rd person estar). Can use connectives 'and'(y), 'but' (pero), 'also' (además)	Grammar and Structure s	1st and 2nd person singular of 'ir' - voy, vas Hace, hay and está as constructions to use when describing weather Use of 'en' or 'a' with modes of transport	 The infinitive form of several AR verbs and the 1st person singular form The indirect object pronoun with gustar and encantar 	The 1st person singular form of a range of verbs Infinitive phrases with 'me gusta' Prepositions of place Differences between the use of 'está' and 'es'	the 1st person singular form of common -AR and -ER verbs Definite articles el, los, la, las Recognise and apply simple adjectival agreements Singular and plural commands	 the 1st person singular form of common -AR and -ER verbs Recognise and apply simple adjectival agreements Manipulate the language by choosing different adjectives and activities 	Hace, hay and está as constructions to use when describing weather Connectives to manipulate language and produce more complex sentences	
	Pronuncia tion Focus	V, ue, c, II	J, soft c, i, ue	J, z	Ue, g, z, soft c, silent h	Ll, z, silent h, ñ, v, j	c, ll, j, e, v, silent h	

Year 5 Spanish Curriculum							
Year 5 End Points	Term	Autun		Sprin	na	Sun	nmer
Can understand the main points of a short	leiiii	Autun	III	Spriii	iy	Juli	iiilei
spoken passage made up of a few familiar words and phrases, delivered slowly and	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
clearly. Can join in with familiar short songs, rhymes or	Topic	The Hungry caterpillar	I am the Music man	Mi Ciudad	Las Pescadoras Valencianas	Las Estaciones	Los Planetas
 Can join in with familiar short songs, rhymes or poems, or parts of them. Can write high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly. Uses understandable spelling for high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly. Can ask and answer simple questions on the current topic. Can adapt models successfully to give my own information, including simple questions, by replacing and choosing my own individual words. Can use several short phrases and questions in predictable classroom interactions. Can produce some short phrases within a 	Key Knowledge	Can ask and answer questions about what foods they like Can give opinions about food likes and dislikes using extended sentences Can recognise the 1st, 2rd and 3rd person singular of the past tense – pretérito of the verbs comer and beber	Can produce and perform a rap and role play in pairs Can use their musical skills to relate this to language learning Can talk about different music genres in simple Spanish Can correctly pronounce the phonic sounds covered in this unit	Can read and create simple sentences about places in a town. Can produce with a partner a dialogue about a variety of personal information Can correctly pronounce key Spanish phonic sounds	Can read and create simple or complex sentences about the painting Can memorise the poem 'La Playa' and use it as a model to write their own Can correctly pronounce key Spanish phonic sounds	Can say what the weather is like in different seasons Can access new texts Can correctly read aloud phrases from a poem Can write short phrases using rhyming words Can correctly pronounce key Spanish phonic sounds	Can produce complex sentences about the planets Can access new texts Can understand the different word classes Can correctly pronounce key Spanish phonic sounds Skills – Pupils will develop the ability to: Grammar and Structures – Pupils will understand:
familiar topic, with good pronunciation. Can read short phrases accurately that contain mostly familiar language. Can understand familiar words and simple sentences. Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. Can use alphabetical order confidently. Can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one definition for each word.	Key Skills	Listen attentively and follow the story of La pequeña oruga glotona Create role plays in pairs Work in teams	Recall key phonic sounds Work well with a partner Recycle previously learnt structures into new sentences	Recall key phonic sounds Work well with a partner Combine all 4 language skills Understand places in Spain	Appreciate a painting by a Spanish painter Integrate new language into previously learnt language Apply grammatical knowledge to make sentences Memorise a poem	Estimate unknown words drawing on actions and contexts Use a bilingual dictionary Use empathy and imagination to understand other people's experiences Appreciate songs and poems to help with language learning	Manipulate language by changing one element in a sentence Recognise the conventions of word order Appreciate the origins of words Decipher the meaning of cognates and near cognates
 Can write words, phrases and short simple sentences from my own repertoire from memory with understandable spelling. Can change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier). Can use the definite article with verbs of like / dislike. Understands and can use devices to make verb forms negative. Shows some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English. Can use 1st, 2nd 3rd persons of several regular 	Grammar and Structures	The indefinite article un/una and definite article el/la Me gusta, no me gustan, no me gusta, me gustan, no me gustan with food items Extended sentences using the connectives y, pero and porque The 1st, 2nd and 3rd person singular of the pretérito (past) of the verbs comer and beber	¿A quién le gusta? The verb tocar Me gustaría comprar Imperative forms of cambiar and enseñar	¿Dónde está? Está + directions ¿Qué hay? un/una; el/la	Adjectival agreements using correct gender and number Imperative form of key verbs 3rd person singular and plural of verbs in present tense	Understand word classes – verbs, nouns, adjectives Recognise patterns in simple language	When 'es' and 'está' should be used And be able to identify word classes – verbs, nouns, adjectives, adverbs, connectives And be able to use adjectival agreements with nouns
verbs in the present tense (with the support of a frame). • Can use the days of the week in sentence formation, with sequencers eg 'después', 'luego'.	Pronunciation Focus	• II, z, o	• U, v, ge, gui, rr	The whole alphabet + in particular v, z, ll, e, c, g	Pupils will be (re)introduced to the following sounds: Ue, II, ñ, silent h, soft c	Pupils will be (re)introduced to the following sounds: Z, ñ, ión, i	Phonic focus – Pupils will be (re)introduced to the following sounds: fi, v, j, c, e

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Can use a stimple questions on a few every familiar topics, including corressing options and responding to these of others. Can use a stimple questions on its to every familiar topics, including coversions on the very described on the standard products of the content of the conten			, ,					
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