

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	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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 birthdays I am...hot/cold/thirsty/hungry	A Fairytale in Spanish	The Beach, Ice Cream Flavour and Role Play
	Key Knowledge	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To learn some beach 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 icecream
	Y2 Skills	Practise new vocabulary using – <ul style="list-style-type: none"> actions alongside Spanish words role-play with puppets and partners vocabulary matching to picture flash cards Spanish word cards to build short sentences Interactions with Spanish songs with a focus on identifying and responding to key words Familiar games in Spanish (including 'Simon Says') Recognition of cultural similarities through a Spanish video of a birthday celebration 					
	Cross Curricular Links	PSHE: Wellbeing and greetings/classroom instructions Maths: Numbers Music: Singing		Science: Living things Literacy: Familiar stories PSHE: Communicating and Recognising Basic Needs Music: Singing		Literacy: Familiar stories Music: Singing	Drama: Role Play Music: Singing

Year 3							
Year 3 End Points <ul style="list-style-type: none"> Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly Can follow and repeat key words 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 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. 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. 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. 	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Spanish Speaking Countries and Greetings	Spanish Numbers and Dates	Myself and Things I do	Designing a Monster	Me Gusta	Mi Familia
	Key Knowledge	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	Key Skills	<ul style="list-style-type: none"> Listen attentively Work effectively in pairs 	<ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Respond to a variety of inputs to learn new grammar points 	<ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Develop strategies to aid memorisation, such as actions linked to verbs 	<ul style="list-style-type: none"> Listen attentively and demonstrate this by responding to songs Work effectively in pairs and give each other feedback Memorise language through responding to songs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	Grammar and Structures	<ul style="list-style-type: none"> The yo and tú forms of the verb llamarse Structures to say simple mental Maths eg 2 más 3 son 5 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 1st person singular of common -ar verbs and their infinitives How to ask and give information about favourite colour using Cuál. 	<ul style="list-style-type: none"> Gender and number differences of nouns Adjectives describing nouns The 3rd person singular of the verb 'tener' 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The 1st, 2nd and 3rd persons singular of the verb 'tener' Use the masculine/feminine versions 'un/una'
	Pronunciation Focus	<ul style="list-style-type: none"> ll, ue, j, c, silent h and the use of the accent when it denotes stress 	<ul style="list-style-type: none"> Ñ, ua, z, soft c, j, ei, v, i, silent h 	<ul style="list-style-type: none"> Ñ, ai, j, v, ue and silent h. 	<ul style="list-style-type: none"> ll, ue, ie 	<ul style="list-style-type: none"> R, soft c, j, silent h 	<ul style="list-style-type: none"> Z, ll, rr, ñ, silent h, hard g

Year 4 Spanish Curriculum							
Year 4 End Points <ul style="list-style-type: none"> Can understand and respond to a range of familiar spoken words and short phrases. Can join in the re-telling/playing of a familiar story, song, rhyme 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 secure pronunciation. Can match sound to print, by reading aloud familiar words and phrases. Can read and understand a range of familiar written 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 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) 	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	¿Qué tiempo hace?	¿Qué te gusta hacer?	Raúl viaja en el tiempo	Healthy Lifestyles	El Carnaval de los animales	Cuando llueve llevo un paraguas
	Key Knowledge	<ul style="list-style-type: none"> 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 correctly the phonic sounds included in the Unit 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 sounds included in the Unit
	Key Skills	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use mental associations to help remember words Apply phonic knowledge to support reading and writing Read and memorise words 	<ul style="list-style-type: none"> Build on prior learning to determine meaning Plan a language activity Use a simple glossary to locate specific words 	<ul style="list-style-type: none"> Use a dictionary Build on prior knowledge to determine meaning Develop intercultural understanding about others' daily activities 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use context to 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
	Grammar and Structures	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The infinitive form of several AR verbs and the 1st person singular form The indirect object pronoun with gustar and encantar 	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Hace, hay and está as constructions to use when describing weather Connectives to manipulate language and produce more complex sentences
	Pronunciation Focus	V, ue, c, ll	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 <ul style="list-style-type: none"> Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. 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 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. 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 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'. 	Term	Autumn		Spring		Summer	
	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	The Hungry caterpillar	I am the Music man	Mi Ciudad	Las Pescadoras Valencianas	Las Estaciones	Los Planetas
	Key Knowledge	<ul style="list-style-type: none"> 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, 2nd and 3rd person singular of the past tense – pretérito of the verbs comer and beber 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 the key Spanish phonic sounds 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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:
	Key Skills	<ul style="list-style-type: none"> Listen attentively and follow the story of La pequeña oruga glotona Create role plays in pairs Work in teams 	<ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Recycle previously learnt structures into new sentences 	<ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Combine all 4 language skills Understand places in Spain 	<ul style="list-style-type: none"> Appreciate a painting by a Spanish painter Integrate new language into previously learnt language Apply grammatical knowledge to make sentences Memorise a poem 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	Grammar and Structures	<ul style="list-style-type: none"> The indefinite article un/una and definite article el/la Me gusta, 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 	<ul style="list-style-type: none"> ¿A quién le gusta...? The verb tocar Me gustaría comprar ... Imperative forms of cambiar and enseñar 	<ul style="list-style-type: none"> ¿Dónde está? Está + directions ¿Qué hay? un/una; el/la 	<ul style="list-style-type: none"> Adjectival agreements using correct gender and number Imperative form of key verbs 3rd person singular and plural of verbs in present tense 	<ul style="list-style-type: none"> Understand word classes – verbs, nouns, adjectives Recognise patterns in simple language 	<ul style="list-style-type: none"> 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
	Pronunciation Focus	<ul style="list-style-type: none"> ll, z, o 	<ul style="list-style-type: none"> U, v, ge, gui, rr 	<ul style="list-style-type: none"> The whole alphabet + in particular v, z, ll, e, c, g 	<ul style="list-style-type: none"> Pupils will be (re)introduced to the following sounds: Ue, ll, ñ, silent h, soft c 	<ul style="list-style-type: none"> Pupils will be (re)introduced to the following sounds: Z, ñ, ión, i 	<ul style="list-style-type: none"> Phonic focus – Pupils will be (re)introduced to the following sounds: ñ, v, j, c, e

Year 6 Spanish Curriculum						
Year 6 End Points <ul style="list-style-type: none"> • Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. • Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material. • Can write individual words accurately, building them from written syllables. • Can write individual words from his/her oral vocabulary, with understanding spelling, when delivery is slow, clear and repeated • Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. • Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. • Can use a repertoire of classroom language with teacher and peers • Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. • Can read words and phrases from my oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge. • Can understand a short text made up of short sentences with familiar language on a familiar topic. • Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. • Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and spelling of familiar words. • Can appreciate that Spanish words do not always have a direct equivalent in English. • Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. • Can write sentences on a few topics using a model, e.g. a writing frame. • Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. • Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. • Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use • Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors. • Can use subordinating connectives (if, because) 	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	-
	Topic	Geographical Features	Raúl en Sutton House, una casa Tudor	En el café	Un periódico	Transition project
	Key Knowledge	<ul style="list-style-type: none"> • Can produce a weather forecast using the immediate future • Can use "está" and "es" correctly in the context of geographical features • Can pronounce correctly the identified phonic sounds • Can use a bilingual dictionary and understand a longer text about geographical features. 	<ul style="list-style-type: none"> • Can access the story and are able to translate some sentences into English • Can describe a picture using the 3rd persons singular and plural in the present tense • Can pronounce correctly the phonic sounds included in the Unit 	<ul style="list-style-type: none"> • Can create and perform a role play set in a café • Can follow the recipe for a milk shake • Can discuss what they ate and drank in the past using the pretérito • Can pronounce correctly the phonic sounds included in the Unit • Skills – Pupils will develop the ability to: • Grammar and Structures – Pupils will understand and will be able to use: • 1st and 2nd person singular of pretérito of 'comer', 'beber' • Connectives to manipulate language and produce more complex sentences 	<ul style="list-style-type: none"> • Can produce, with a group, pages of a newspaper showing elements of the language they have learnt at primary school. • Can pronounce correctly the phonic sounds included in the Unit 	
	Key Skills	<ul style="list-style-type: none"> • Estimate meaning, based on prior knowledge • Summarise key points • Work in pairs and develop a dialogue with a partner which can be acted out and written • Use a simple bilingual dictionary 	<ul style="list-style-type: none"> • Use context and previous knowledge to estimate new words • Use a bilingual glossary and identify the word classes • Work with a partner and give peer feedback 	<ul style="list-style-type: none"> • Use context and previous knowledge to estimate new words • Use knowledge of words, text and structures to build simple spoken and written passages • Apply phonic knowledge to support reading and writing • Work with a partner 	<ul style="list-style-type: none"> • Discuss and reflect on language learning • Use context and previous knowledge to estimate new words • Use language known in one context in another context • Devise questions for authentic use • Work in a group 	
	Grammar and Structures	Pupils will understand and be able to use: <ul style="list-style-type: none"> • The immediate future using "va a .." • Masculine/feminine nouns with great confidence • Differences between "es" and "está" • "Más" when differentiating between features 	Pupils will understand : <ul style="list-style-type: none"> • 3rd person singular and plural of pretérito of a range of -AR and -ER verbs • 3rd person singular and plural of the verb 'decir' • 'Había' as the past (imperfect tense) of 'hay' 	Pupils will understand and will be able to use: <ul style="list-style-type: none"> • 1st and 2nd person singular of pretérito of 'comer', 'beber' • Connectives to manipulate language and produce more complex sentences 	Pupils will understand and will be able to use: <ul style="list-style-type: none"> • Adverbs to qualify adjectives • Connectives to manipulate language and produce more complex sentences 	
	Pronunciation Focus	Pupils will have been reintroduced to the following sounds: <ul style="list-style-type: none"> • V, g, ue, ñ 	Pupils will revisit the following sounds: <ul style="list-style-type: none"> • J, c, ó, v 	Pupils will revisit the following sounds: <ul style="list-style-type: none"> • z, ll, rr, ay, silent h 	Pupils will revisit the following sounds: <ul style="list-style-type: none"> • z, ue, soft c, soft g, ñ, cc (as in sección) 	

