



Kingskerswell Church of England Primary School

Spanish



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MFL Intent, Implementation and Impact Statement

Intent

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Kingskerswell Primary School we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

Implementation

At Kingskerswell Primary School, Spanish is a vibrant part of school life, taught from Reception to Year 6. Every pupil learns to speak, understand, and enjoy Spanish through songs, games, stories, and practical activities—all closely aligned to the National Curriculum for Languages. Teaching is delivered by a specialist MFL language teacher ensuring consistency of high quality language teaching throughout the school.

Progressive approach ensures children move from simple greetings and everyday vocabulary to reading, writing, and creative communication as they grow in confidence. Lessons across the Key Stages support the skills of speaking, listening, reading and writing. In EYFS and KS1, the emphasis is on speaking and listening as children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games. As pupils progress to KS2, reading and writing skills are further developed so that children discover an appreciation of a range of writing from a variety of authentic sources. Phonics teaching is woven throughout, enabling children to develop strong pronunciation, listening, and reading skills essential for effective communication.

A standout feature of our curriculum is the twinning relationship with Jesús María San Agustín School in Orihuela, Spain, offering a genuine global experience. Year 6 pupils take part in a pen pal exchange, writing to their Spanish friends, while all classes benefit from our vibrant shared blog, "Escuelas Twin" (<https://escuelastwin.wordpress.com/>). This blog is a hub for cross-cultural communication with posts in Spanish and English, interactive language games, "Word of the Week," and a fun "Find your name in Spanish" activity, giving every child real purpose and excitement for using Spanish.

Spanish is incorporated within daily routines such as answering the register in Spanish, Spanish calendars are displayed in each classroom, and dual language books are available for pupils to read for their own pleasure. Language Leaders are appointed each year from

Y6 to promote and celebrate language through the school with different initiatives and helping with the developing of the blog.

Impact

Spanish is enjoyed by pupils throughout the school, with children experiencing genuine engagement with language learning and cross-cultural communication. Through learning Spanish at Kingskerswell, pupils are encouraged to achieve by building real language skills, to believe in themselves as global communicators, and to create by sharing ideas and making lasting friendships with children in Spain and beyond.

Each child has a Spanish book passed up each year to demonstrate the progression of skills through KS1 and KS2. Pupils are assessed informally each term with a formal assessment given for end of year reports. Monitoring is continual through observing pupils in lessons, discussions about their work and informal oral and written exercises to ensure progression in language learning. The twinning programme and shared blog demonstrate the real-world application and impact of language learning on our pupils' confidence and global awareness.

Through high-quality Spanish teaching at Kingskerswell Primary School:

- **Children become confident communicators** in Spanish, building real language skills across listening, speaking, reading and writing
 - **Cultural awareness develops** as children learn about Spanish-speaking countries and form genuine connections through our twinning programme
 - **Global perspective grows** as children understand the significance of Spanish in the world and appreciate diverse cultures
 - **Oracy is strengthened** through emphasis on speaking and listening, supporting general communication development
 - **Love of language learning is fostered** through engaging, interactive, authentic activities
 - **Resilience and risk-taking are developed** as children gain confidence in trying new language
 - **Friendships across cultures are formed** through pen pal exchanges and the Escuelas Twin programme
 - **Future opportunities are opened** as children develop competence in another language, building foundations for secondary language learning
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Teaching Approach and Principles

Progressive Skill-Building

- Start with **receptive listening and imitation** in EYFS and Year 1
- Move to **active, supported speech** through circle games, songs, and whole-class routines
- Progress to **spontaneous communication** and independent language use in KS2

Meaningful Repetition

- Key vocabulary and questions are practised repeatedly in varied, engaging contexts
- Familiar language is revisited at the start of each lesson
- Patterns and structures are reinforced through songs, games and routines
- Children build confidence through multiple exposures to language in different formats

Multi-Modal Learning

- Use of **songs and rhymes** to develop pronunciation and memory
- **Movement and actions** to support understanding and engagement
- **Visuals and props** to aid comprehension and vocabulary learning
- **Digital tools** (Wordwall, interactive games) for engaging practice
- **Authentic materials** to expose children to real Spanish
- **Group games and collaborative activities** for social, interactive learning

Phonics Progression

- **Year 1:** Introduction to basic sounds and vowels (listening, rhyming, sound recognition)
- **Year 2:** Phonetic patterns and blending within familiar words
- **Year 3:** Application of phonics to reading and writing longer words
- **Year 4-6:** Complex phonetic structures, accent marks, pronunciation patterns
- Phonics is **always contextualised** within meaningful, authentic language use

Speaking and Listening Emphasis (EYFS - Year 2)

In the early years, the emphasis is on **speaking and listening** as the foundation for all language skills:

- Children listen attentively to spoken language
- They repeat, echo and respond
- They participate in songs, rhymes and games
- They build confidence through supported repetition
- Reading and writing are introduced gradually with visual support

Reading and Writing Development (Year 2 onwards)

As children progress through KS2, **reading and writing skills are developed systematically:**

- Word recognition and sight vocabulary build
- Short sentences are read with support
- Simple writing frames scaffold independent writing
- Vocabulary understanding grows through varied contexts
- Written work demonstrates developing understanding of Spanish structure and grammar

Authentic Communication and Cultural Connection

- **Escuelas Twin partnership:** Year 6 pen pal exchanges, shared blog, real cross-cultural communication
- **Daily routines in Spanish:** Register, calendar, greetings integrated into school life
- **Celebrations and festivals:** Christmas (*Navidad*), Día de Reyes, Semana Santa explored
- **Authentic resources:** Songs, stories, videos, age-appropriate texts in Spanish
- **Global perspective:** Understanding Spanish is spoken worldwide with diverse cultures and traditions
- **Real purpose for language:** Children use Spanish to communicate, create and connect

Supporting Oracy

- **Phonological awareness:** Listening to sounds, rhymes, patterns
- **Vocabulary development:** Learning words in meaningful contexts
- **Sentence structures:** Practising phrases and simple sentences
- **Confidence and risk-taking:** Encouraging children to try new language
- **Pronunciation and intonation:** Modelling accurate speech and rhythm
- **Speaking opportunities:** Regular structured and spontaneous speaking practice

Supporting All Learners

- **Struggling learners:** Additional visual support, pre-teaching of vocabulary
- **Confident learners:** Extended tasks, partner tuitions, interactive games, creating resources
- **EAL learners:** Visual support, multi-sensory approaches, connecting to first language patterns
- **Learners with SEND:** Concrete, multi-modal approaches; key vocabulary focus; adapted resources

Vocabulary Scaffolding

- Introduction of key vocabulary in advance with visual support
- Repeated exposure in varied contexts
- Word banks and labelled visuals in classroom
- Gestures and actions to support meaning

Sentence Structure Support

- Modelled sentences and phrases
 - Writing frames for independent writing
 - Chunking language into manageable pieces
 - Building from single words to phrases to sentences
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Assessment Approach

Informal Assessment (Ongoing)

- **Observation in lessons:** Monitoring speaking, listening and engagement
- **Games and activities:** Observing accuracy, confidence and participation
- **Verbal responses:** Assessing pronunciation, vocabulary recall and understanding
- **Peer interaction:** Noting ability to communicate with peers in Spanish

Spanish Book Progression

Each child has a Spanish book that is passed up through the school, demonstrating their progression from EYFS through to Year 6. This provides:

- Evidence of developing skills over time
 - Visual record of learning journey
 - Opportunities for reflection on progress
 - Connection between year groups and continuity
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Cross-Curricular Links

Spanish learning is connected to other areas of the curriculum:

- **Mathematics:** Numbers, counting, calculation in Spanish; patterns and sequences
 - **Science:** Animals, colours, body parts, weather in Spanish
 - **Geography:** Spain and Spanish-speaking countries; locations, landmarks, cultures
 - **PE:** Sports vocabulary, movement instructions, health and fitness in Spanish
 - **Art:** Descriptions of colours, artistic elements; studying Spanish artists
 - **Music:** Spanish songs, rhythm, rhymes; authentic Spanish music
 - **PSHE:** Emotions, feelings, cultural awareness, celebrating diversity
 - **English:** Phonological awareness, vocabulary development, narrative structures
 - **History:** Historical figures from Spanish-speaking countries; historical events and celebrations
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KS2 to KS3 Transition

At Kingskerswell Primary School, our curriculum is built around secure phonics, high-frequency vocabulary and core grammar (gender, agreement, key verbs and connectives), in line with the National Curriculum for Languages.

Most of our pupils move on to either Newton Abbot College (NAC) or Coombeshead Academy, so our upper-KS2 planning takes both Y7 schemes into account:

- At Newton Abbot College, Year 7 Spanish begins with the *Spanish-speaking world* and “talking about yourself”, including phonics, self and family description, geography of Spanish-speaking countries, and secure use of gender, plurals and connectives.
- At Coombeshead Academy, Year 7 units cover *Vamos* (introducing yourself, numbers, alphabet, classroom language), *En el instituto* (school subjects, opinions, AR/ER/IR verbs), *Mi familia* (family, appearance, colours, verb ser, possessive adjectives), and *En casa / El tiempo libre / En la ciudad* (where you live, rooms, free time, near future, town).

How KS2 Spanish prepares for Y7 at both schools

By the end of Year 6, our aim is for pupils to be able to:

- Talk about themselves and their family (name, age, birthday, where they live, family members and simple personality/appearance), which links directly to NAC’s “talking about yourself” work and Coombeshead’s *Vamos* and *Mi familia* units.
- Use secure phonics: pupils follow a planned grapheme–phoneme progression (vowels, key consonants, ll, rr, ñ, ch, silent h, j, qu, gu), supporting both schools’ emphasis on pronunciation and the explicit phonics strand in Year 7.
- Work confidently with core grammar: definite and indefinite articles, gender and plural agreement, adjective position, negatives, simple opinion structures (me gusta/no me gusta porque...). This underpins Year 7 work on descriptions, school subjects and the local area at both NAC and Coombeshead.

Besides, the Escuelas Twin twinning project (blog and pen-pal exchanges) provides evidence of real-world communication, showing that pupils can already introduce themselves, describe their family and talk about daily life in Spanish.

MFL age related expectations (skills progression)

EYFS (RECEPTION / YEAR 0)

Listening

- Understand a few familiar spoken words and simple phrases (e.g. simple greetings, feelings, numbers 1-10, colours)
- Listen attentively to songs, rhymes and stories in Spanish
- Respond to familiar verbal prompts with actions or physical responses

Speaking

- Imitate pronunciation of words and simple phrases (e.g. *Hola, Me llamo, ¿Cómo estás?*, counting 1-10)
- Join in with songs and rhymes in Spanish using actions and gestures
- Produce simple one-word responses or greetings with teacher support
- Express feelings using simple Spanish words

Intercultural Understanding

- Understand that Spanish is spoken in many countries around the world
 - Develop curiosity about Spanish-speaking cultures through songs, stories and celebrations
 - Experience Spanish as part of daily classroom routines and celebrations
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YEAR 1

Listening

- Understand and recall familiar spoken words and simple phrases (e.g. name, age, greetings, feelings, counting 1-20)
- Listen to songs, rhymes and stories in Spanish and respond with actions or gestures
- Follow simple classroom instructions in Spanish
- Recognise key vocabulary in context through multi-modal activities (songs, games, visuals)

Speaking

- Recognise and respond to familiar words and simple phrases (e.g. *Me llamo, Tengo ___ años*, counting 1-20)
- Join in with songs and rhymes in Spanish using correct actions and pronunciation
- Answer simple questions using one or two-word responses or modelled phrases
- Share their name, age and feelings in simple, supported contexts

Reading

- Begin to recognise some familiar words in written form, supported by visuals
- Identify key vocabulary words when presented with picture-word matching activities
- Show awareness that Spanish uses letters and symbols

Writing

- Trace or copy single familiar words in Spanish (e.g. *Hola, adiós, rojo*)
- Recognise the shape and form of Spanish words

Grammar

- Notice that nouns in Spanish can be masculine or feminine in gender (e.g. *el gato, la gata*)
- Begin to hear differences in word order compared to English

Intercultural Understanding

- Understand that many countries speak Spanish around the world
 - Locate Spain on a map and identify the Spanish flag
 - Learn about simple traditions and celebrations in Spanish-speaking cultures (e.g. Christmas / *Navidad*)
 - Understand that Spanish speakers have different daily routines and customs
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YEAR 2

Listening

- Understand and respond with increasing accuracy to familiar spoken words and simple phrases (e.g. recognise questions about name, age, feelings, colours, instructions)
- Appreciate and listen to songs, rhymes and stories in Spanish, making links between phonemes and rhyme
- Identify specific information when listening to short, supported texts in Spanish
- Begin to understand context clues to aid comprehension

Speaking

- Communicate with and respond to others using words and simple phrases (e.g. greetings, introducing themselves, expressing feelings, describing colours, counting 1-30)
- Confidently join in with songs and rhymes in Spanish using correct actions and pronunciation
- Ask and answer simple questions in turn with a partner or teacher (e.g. *¿Cómo te llamas?* / *¿Cómo estás?* / *¿De qué color es?*)
- Produce short, supported sentences using familiar vocabulary and modelled structures
- Develop increasingly accurate pronunciation and intonation

Reading

- Begin to accurately identify some familiar words in written form and read them aloud
- Read and understand simple, high-frequency words and short phrases in context
- Use picture clues and visual support to aid comprehension
- Show awareness of sound-spelling links when reading familiar words

Writing

- Independently write familiar words in Spanish using a model or word bank
- Copy and adapt simple phrases, including their own personal information (e.g. name, age, colour preference)
- Write simple one-word or two-word labels for pictures or objects
- Begin to use finger spaces and simple punctuation

Grammar

- Notice that nouns in Spanish can be masculine or feminine in gender
- Begin to recognise that articles (*el, la, un, una*) agree with the gender of nouns
- Begin to form simple negatives (e.g. *No me gusta*)

Intercultural Understanding

- Learn about school life in Spain—similarities and differences (e.g. school hours, lunch traditions, celebrations)
 - Understand that Spanish-speaking countries have different cultures and traditions
 - Explore simple facts about Spain (geography, landmarks, celebrations)
 - Recognise that communication with Spanish-speaking children can build friendships and cultural awareness
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YEAR 3

Listening

- Understand and respond accurately to familiar spoken words and phrases (e.g. questions about self, classroom instructions, recognise numbers 1-50, identify colours and objects)
- Appreciate and listen to songs, rhymes and stories in Spanish, making links between phonemes, rhyme and meaning
- Listen to short texts or dialogues in Spanish and answer simple questions in English
- Develop ability to filter out key information from longer pieces of spoken Spanish

Speaking

- Communicate with and respond accurately to others using simple phrases and short sentences (e.g. introducing themselves, saying their birthday, where they live, expressing simple likes and dislikes)
- Explore patterns and sounds of language to develop accurate pronunciation and intonation
- Confidently join in with songs, rhymes and games in Spanish and take risks when pronouncing new vocabulary
- Begin to use conjunctions to link simple ideas (e.g. *y*, *pero*)
- Ask and answer questions with increasing accuracy and independence
- Present a short piece of information about themselves or a familiar topic to the class

Reading

- Accurately identify some familiar phrases in written form and show awareness of sound-spelling links
- Read and understand familiar nouns, simple adjectives and short phrases with reasonable accuracy
- Use context clues and visuals to support understanding of unfamiliar words
- Begin to read and understand simple sentences in context
- Show growing confidence in applying phonic knowledge to support reading of new words

Writing

- Independently write familiar words in Spanish from memory
- Write simple sentences or fill in gapped texts using a word bank or writing frame
- Begin to write short descriptions using adjectives (e.g. *gato rojo*, *perro grande*)
- Apply phonic knowledge to support writing of new words
- Copy and adapt simple structures with personal information

Grammar

- Notice that the definite/indefinite article changes depending on the gender of the noun (*el, la, un, una*)
- Understand that adjectives change according to the gender and number of the noun
- Begin to understand how to form the negative (e.g. *No me gusta, No tengo*)
- Recognise simple verb patterns in the present tense (e.g. *tengo, eres*)
- Understand basic noun-adjective agreement (gender and number)
- Become aware of accent marks and their effect on pronunciation

Intercultural Understanding

- Learn about celebrations in Spain (e.g. Christmas, Día de Reyes) and understand that aspects of daily culture in another country are different from their own
 - Explore aspects of school life, food and family life in Spanish-speaking countries
 - Develop understanding that Spanish is spoken across the globe with varied customs and traditions
 - Begin to appreciate connections between language and culture (e.g. traditions, celebrations, daily routines)
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YEAR 4

Listening

- Listen for and identify specific phonemes, words and phrases in Spanish on a wider range of topics (e.g. wider range of classroom instructions, numbers 1-100, multiples of 10 in prices/dates/numeracy activities)
- Listen to a short text using familiar words and phrases in Spanish and answer simple questions in English or Spanish
- Continue to appreciate and listen to songs, rhymes and stories in Spanish, making links between phonemes and rhyme
- Develop ability to understand the gist of a longer passage in Spanish and extract specific information
- Listen to authentic Spanish audio and respond with understanding

Speaking

- Communicate by asking and answering questions on a wider range of topics and using familiar adjectives to describe themselves and others (e.g. describing themselves, friends and animals)
- Begin to express preferences on likes and dislikes using familiar topics (e.g. food, colours, animals, activities)
- Present a short piece of spoken Spanish on a familiar topic and link ideas using simple conjunctions
- Explore patterns and sounds of language to develop increasingly accurate pronunciation and intonation
- Confidently join in with songs, rhymes and games in Spanish and apply phonic knowledge when pronouncing new vocabulary
- Ask spontaneous questions and respond to unexpected topics with confidence
- Begin to use opinion phrases (e.g. *Me gusta, Me encanta, No me gusta*)

Reading

- Read and understand with increasing accuracy a short-written text and respond to simple questions in Spanish or more complex questions in English
- Follow a short text by listening and reading at the same time
- Read familiar words and phrases with good pronunciation and apply phonic knowledge to support reading of new words
- Understand that accents in Spanish affect the correct pronunciation of words
- Begin to read and understand short sentences on familiar topics
- Use a bilingual dictionary or word bank to support understanding of new vocabulary

Writing

- Independently write familiar phrases from memory or write a short text in Spanish using a writing frame
- Begin to extend sentences using simple conjunctions and include adjectival agreement
- Apply phonic knowledge to support writing of new words
- Write short descriptions of people, animals or objects using adjectives
- Copy and adapt familiar structures with their own ideas and information
- Begin to use capital letters and full stops consistently

Grammar

- Accurate placement of adjectives and understanding that the ending may change according to number and gender
- Understand awareness of differences in word order of adjectives (adjectives often follow nouns in Spanish)
- Form the negative expressing likes and dislikes with increasing accuracy (e.g. *No me gusta el chocolate*)
- Understand the difference between masculine and feminine nouns and adjectives
- Apply correct article agreement (*el, la, un, una, los, las, unos, unas*)

Intercultural Understanding

- Learn about food and celebrations in Spain and other Spanish-speaking countries, understanding that daily culture differs from their own
 - Explore school life, family structures and leisure activities in Spanish-speaking communities
 - Develop awareness of diversity within Spanish-speaking cultures
 - Understand the importance of the Spanish-speaking world and the global significance of the Spanish language
 - Begin to appreciate similarities and differences between their culture and Spanish-speaking cultures
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YEAR 5-6

Listening

- Listen to and understand a range of spoken Spanish on increasingly varied topics including opinions, descriptions, narratives and instructions
- Identify specific information from extended passages of spoken Spanish
- Develop ability to infer meaning from context when encountering unfamiliar words in listening activities
- Appreciate authentic Spanish media including songs, podcasts and short films
- Listen carefully to complex instructions and multi-step information in Spanish
- Understand different accents and regional variations in Spanish speech

Speaking

- Engage in conversation, asking and answering questions on a range of topics with increasing spontaneity
- Express opinions and preferences using a range of vocabulary and structures (e.g. *Me encanta, Me gusta mucho, Odio*)
- Speak in sentences using familiar vocabulary, phrases and increasingly complex language structures
- Develop accurate pronunciation and intonation, using familiar words and phrases with confidence
- Present ideas and information orally to audiences, including narrative accounts and descriptions
- Begin to use past tense structures to describe events and experiences (e.g. *Fui, Vi, Comí*)
- Ask for clarification and help using appropriate phrases (e.g. *¿Cómo se dice...?, ¿Qué significa?*)
- Use conjunctions to link ideas and create more complex sentences

Reading

- Read carefully and show understanding of words, phrases and simple writing in Spanish
- Understand a short story or narrative in Spanish with support and answer comprehension questions
- Read and understand a variety of text types including descriptions, instructions, dialogues and narratives
- Use context and prior knowledge to deduce meaning of unfamiliar words
- Appreciate stories, songs, poems and rhymes in Spanish, responding to them with understanding and engagement
- Begin to read authentic materials written for Spanish learners

Writing

- Write phrases from memory and adapt these to create new sentences, expressing ideas clearly
- Describe people, places, things and actions both orally and in writing using a range of vocabulary and structures
- Write short narratives or descriptions in Spanish using a variety of tenses (present and simple past)
- Use conjunctions to extend sentences and create more complex written structures
- Apply understanding of grammar to produce accurate written Spanish
- Write for different purposes including descriptions, opinions, narratives and responses to prompts
- Organise ideas into short paragraphs with appropriate punctuation

Grammar

Understand and apply basic grammar appropriate to the language being studied, including:

- Gender and number agreement between nouns, articles and adjectives
- Use of personal pronouns (yo, tú, él, ella, etc.)
- Formation and use of negative sentences
- Simple past tense structures (preterite and imperfect) in familiar contexts
- Use of ser and estar correctly
- Formation of simple questions using question words

Intercultural Understanding

- Understand aspects of culture in Spanish-speaking countries including celebrations, traditions, daily life and customs
 - Appreciate the diversity of Spanish-speaking communities across the world
 - Develop awareness of the relationship between language, culture and identity
 - Recognise similarities and differences between British culture and Spanish-speaking cultures
 - Understand the importance of respectful communication across cultures
 - Explore the global significance of Spanish as an international language
 - Develop appreciation for Spanish literature, music, art and media
 - Build connections with Spanish-speaking communities through pen pal exchanges and virtual communication
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Overview 2025-2026

| | Autumn | Spring | Summer |
|-------------|--|--|--|
| EYFS | Name How are you? Greetings Animals (game lunch/home) Christmas (full class) | Numbers 0-5 Numbers 6-10 Colours Class objects (game lunch/home) Recap Autumn | Age I live in Summer Feelings I (game home time) Recaps: Autumn + Spring |
| Y1 | Phonics: vowels + /B, K/ Name and greetings I numbers 0-20 I Christmas | Phonics: Recap + /Z, G, J/ Colours I Classroom instructions I Date and Birthday I | Phonics: Recap + /Y-LL, Ñ, R, RR, H/ Family I Farm I Hungry Caterpillar I |
| Y2 | Phonics: words with B, C, D-F Greetings and feelings II numbers 0-20 II Christmas | Phonics: words with G-J, H-CH, Y-LL Colours II Classroom instructions II Date and Birthday II | Phonics: words with Ñ, R, T Family II Farm II Hungry Caterpillar II |
| Y3 | Phonics: words with B, C, D-F Name and greetings III numbers 0-20 III Christmas | Phonics: words with G-J, H-CH, Y-LL Colours III Classroom instructions III Date and Birthday III | Phonics: words with Ñ, R, T Family III Farm III Hungry Caterpillar III |
| Y4 | Phonics: words C, QU, H Pets Home Christmas | Phonics: words with G, GU, LL Going to school Lunch at school My classroom | Phonics: words with J-GE, GI, Ñ School subjects (opinions) Sports and hobbies Weather |
| Y5-6 | Phonics: words C, QU, H Y3-4 Review Numbers 50-100 Christmas | Phonics: words with G, GU, LL Tell the time Daily routine Countries and Cities | Phonics: words with J-GE, GI, Ñ Nationality and languages Physical description Personality |

The Spanish curriculum for the 2025-2026 academic year is organised so that key topics are revisited and deepened over time, from EYFS to Year 6. This spiral structure allows pupils to gain confidence by meeting familiar language again in new contexts and with increasing complexity.

Phonics

Starting with basic sounds and vowels in Year 1 and progressing to more complex phonetic structures and reading skills in subsequent years.

- **Year 1:** Introduction to basic sounds and vowels. Students learn to recognize and pronounce individual sounds and simple vowel combinations. Activities include listening exercises, songs, and rhymes to reinforce sound recognition.
- **Year 2:** Students begin reading two-syllable words that start with the sounds learned in Year 1.
- **Year 3-6:** Continued practice with two-syllable words, gradually introducing longer words to enhance reading skills. Each lesson starts with phonics practice, including games and activities to reinforce learning.

Students read aloud, participate in choral reading, and engage in interactive exercises to improve their pronunciation and fluency. This approach ensures that students develop strong pronunciation, listening, and reading skills, which are essential for effective communication.

Vocabulary and topics

Across school, pupils work with a core set of everyday topics that return each year with greater depth. This ensures that children can first understand and use language in simple chunks and later manipulate it more independently.

- EYFS focuses on very high-frequency words linked to the child's world: name, feelings, greetings, numbers to 10, colours, animals, classroom objects and simple summer/Christmas language. These are always taught through songs, games and routines so that pupils build a positive first contact with the language.
- Year 1-2 revisit the same core themes (greetings, feelings, numbers 0-20, colours, classroom language, dates, birthdays, family, farm animals and the Hungry Caterpillar story) but in a more structured way. Pupils begin to answer simple questions, combine words into short sentences and recognise key written vocabulary.
- Year 3 consolidates this early language (greetings, colours, numbers, instructions, dates, family, farm and Hungry Caterpillar) while expecting greater accuracy and independence. Children start to read and write short phrases, recycle question structures and participate more confidently in pair work.
- Year 4 extends the range of topics into pets, home, going to school, school lunch, the classroom, school subjects, sports, hobbies and weather. This allows pupils to use language to talk about their daily life and interests and prepares them for more complex structures in upper KS2.

- Years 5–6 consolidate all previous content and deepen it through themes such as time, daily routine, countries and cities, nationality and languages, and detailed physical and personality descriptions. Pupils are encouraged to reuse familiar vocabulary in longer sentences and short texts, supporting transition to KS3.

Progression of core structures

Key questions and sentence patterns are modelled from the earliest stages and revisited each year with additional detail. This helps pupils move from repeating fixed phrases to adapting them for their own purposes.

- In EYFS and Year 1, children hear and practise simple questions and answers about name, feelings, age, numbers and basic classroom routines (for example register time and lining up). Language is mainly oral and supported with visuals, actions and songs.
- In Year 2 and Year 3, the same questions and patterns are reused but pupils begin to read them, write short answers and change single details (e.g. different numbers, colours or family members). They also start to follow and give simple classroom instructions in Spanish.
- In Year 4, pupils use sentence frames to talk about where they live, pets, school, subjects they like and sports they do. They combine simple connectors and opinion phrases so that their speech and writing become more joined up.
- In Years 5–6, these familiar patterns are extended with more precise time phrases, connectives and descriptive language, enabling pupils to talk about their routine, describe people and say where they and others are from. This supports the KS2 requirement to write short paragraphs and take part in short conversations.

Revisiting and building confidence

A key feature of this curriculum is planned repetition across and within year groups. Topics such as greetings, numbers, colours, family and classroom language appear in several years, each time with higher expectations for understanding, pronunciation, spelling and independence.

- Within the year, each lesson starts with recap topics that bring together language from previous units so pupils can see how much they remember and can still use. These activities aim to strengthen long-term memory.
- Across the years, familiar stories and contexts (for example the Hungry Caterpillar, farm animals or school) are revisited so that pupils can reuse known vocabulary while learning new structures. This approach is particularly important given the limited curriculum time, as it maximises recall and keeps key language active.

Medium Term Planning

Reception (Yo) Spanish – Autumn Term Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities |
|------------------------------|--|--|--|---|
| Name | <ul style="list-style-type: none"> - Greet others - Ask and answer names | Hola, ¿Cómo te llamas?, Me llamo, Mucho gusto | ¿Cómo te llamas? | <ul style="list-style-type: none"> - Role-play greetings and introductions - Singing name songs - Ball/toy circle games - Bear & honey game |
| Greetings & Feelings | <ul style="list-style-type: none"> - Respond to greetings - Express feelings - Introduce morning – evening greetings | Hola, ¿cómo estás? Estoy muy bien, gracias. Buenos días Buenas noches | ¿Cómo estás? ¿Qué tal? | <ul style="list-style-type: none"> - Action songs for greetings - Feelings circle games - Stand up/sleeping game - “Find and gather” social games |
| Everyday Greetings & Actions | <ul style="list-style-type: none"> - Use greetings in routines - Recognize times of day - Build confidence with greetings | Hola, Adiós, Buenos días, Buenas tardes, Buenas noches | How do we say good morning, afternoon and night? How do we say goodbye? | <ul style="list-style-type: none"> - Greetings practice with actions - Digital greeting boxes - Spanish greetings with Ben Shires BBC - Movement and freeze games |

How National Curriculum Objectives Are Developed Through Lesson Examples

| National Curriculum Objective | Example from Lessons – How it is Developed | |
|--|--|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Pupils repeat after the teacher, join in with songs and movement games and respond physically to spoken Spanish instructions. |
| Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | ✓ | Children sing greetings songs and practice rhythms with actions, connecting sounds to simple meanings (no explicit phonics teaching). |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification | ✓ | Teacher models talking about name and feelings; children ask and answer “¿Cómo te llamas?”, “¿Cómo estás?” with peers and teacher. |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ | Children use “Me llamo...”, “Hola,” “Adiós,” full greetings in simple, supported contexts. |
| Develop accurate pronunciation and intonation so others understand when they are using familiar words or phrases | ✓ | Songs and group repetition focus on natural, teacher-modelled production, using actions and games for confidence and clarity. |
| Present ideas and information orally to audiences | ✓ | Children perform greetings, sing as a group, and present their names or feelings to classmates in circle or whole-class games. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Children enjoy Spanish through action songs and simple rhymes linked to greetings and feelings, joining in with repeated words and rhythms. |
| Broaden vocabulary and develop ability to understand new words, including through visuals | ✓ | New vocabulary introduced through routines, visuals, actions, and repeated oral practice, with visual prompts as needed. |
| Describe people, places, things and actions orally | ✓ | Children describe themselves and actions with name phrases and discuss feelings or times of day in simple Spanish. |

Approach to Development

- *Progressive Skill-Building:*

Start with receptive listening and imitation; move to active, supported speech through circle games, songs, and whole-class routines.
- *Meaningful Repetition:*

Key vocabulary and questions are practiced repeatedly in fun group activities to foster confidence and comfort with new language.
- *Multi-Modal Practice:*

Use of songs, movement, visuals, props, digital games, and collaborative play to deepen meaning and engagement with the Spanish language.
- *Oral/Aural Emphasis:*

All learning is spoken and aural, with no reading or writing required. Children join in as a group and participate in structured dialogue.
- *Cultural and Contextual Richness:*

Spanish is learned through authentic greetings, songs, classroom routines, and celebrations, introducing children to Spanish as a living global language.

Spring Term Yo Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities |
|--------------|---|---|-------------------|---|
| Numbers 1–5 | <ul style="list-style-type: none"> - Recognize and produce numbers 1–5 - Respond to number prompts - Begin counting physically | uno, dos, tres, cuatro, cinco | ¿Cuántos hay? | <ul style="list-style-type: none"> - Counting songs and video - Movement (jump/count, fingers counting) - Duck Duck Goose (Spanish counting) - Flashcards and number games |
| Numbers 6–10 | <ul style="list-style-type: none"> - Recognize and produce numbers 6–10 - Count up to 10 with support - Use numbers in games and groups | seis, siete, ocho, nueve, diez | ¿Cuántos dedos? | <ul style="list-style-type: none"> - Flashcards and repetition - Counting games in groups - Counting videos (“10 dedos” etc.) - Sorting into groups by number - Number games (Wordwall etc.) |
| Colours | <ul style="list-style-type: none"> - Understand and use basic colour words - Identify colours in the environment - Combine numbers and colours | rojo, azul, amarillo, verde, naranja, morado, blanco. | ¿Qué color es...? | <ul style="list-style-type: none"> - Colour songs - Find & show game (“find something...”) - Using numbers: “dos azules” - Colour and number videos - Wordwall colour game |

Note: Each lesson naturally weaves in recap songs and activities from autumn topics for consolidation and confidence.

How National Curriculum Objectives Are Developed Through Lesson Examples

| National Curriculum Objective | Example from Lessons – How it is Developed |
|---|--|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ Following and joining in with number or colour songs, copying actions, responding to teacher’s prompts using Spanish numbers/colours |
| Explore patterns and sounds of language through songs and rhymes and link the spelling, sound, and meaning of words | ✓ Children sing number and colour songs with gestures and movement (no explicit phonics instruction) |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification | ✓ Children answer and ask “¿Cuántos?” in games, share answers in group activities, combine numbers/colours in responses |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures | ✓ Students use phrases like “tengo uno, dos... deditos,” “busca azul, amarillo...” during practical and playful tasks |
| Develop accurate pronunciation and intonation so others understand when they are using familiar words or phrases | ✓ Repetition and teacher modelling in songs/games ensures clear production in context through call-and-response and imitation |
| Present ideas and information orally to audiences | ✓ In games, children present their answers aloud (e.g., count how many items/colours shown) to the group |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ Every lesson features authentic Spanish songs/videos related to numbers or colours. |
| Broaden vocabulary and develop ability to understand new words, including through visuals | ✓ New colour and number vocabulary is taught with images, props, and group repetition |
| Describe people, places, things, and actions orally | ✓ Children describe what they find (e.g., objects by colour), count group numbers in Spanish, and respond to “¿Cuántos hay?” |

Approach to Development

- *Progressive Skill-Building:*
Begin with receptive listening and imitation; move to supported use of numbers and colours in whole-class routines and playful activities.
- *Meaningful Repetition:*
Reinforce learning through frequent songs, movement games, and everyday routines using new vocabulary.
- *Multi-Modal Practice:*
Employ songs, movement, visual aids, props, digital games, and group activities to anchor language in real, tangible experiences.
- *Oral/Aural Emphasis:*
All learning is spoken and aural; there is no reading or writing focus; responses are choral, echoed, or individual in playful contexts.
- *Cultural and Contextual Richness:*
Lessons use authentic music, games, and daily routines from Spanish-speaking contexts to make language learning lively and relevant.

Summer Term Yo Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities |
|----------------|--|---|------------------------------|--|
| Age | <ul style="list-style-type: none"> - Ask and answer about age - Use numbers in context - Recall and use numbers and colours | <p>¿Cuántos años tienes? Tengo... años, Uno–diez...</p> | <p>¿Cuántos años tienes?</p> | <ul style="list-style-type: none"> - Age song and video - Teddy circle: each child says their age - Movement games involving numbers - Songs to review numbers and colours - Use of props (fingers) |
| Where you live | <ul style="list-style-type: none"> - Ask and answer about place of residence - Build confidence with familiar structures - Use gestures and songs | <p>¿Dónde vives? Vivo en Inglaterra Vivo en España Vivo en Perú ...</p> | <p>¿Dónde vives?</p> | <ul style="list-style-type: none"> - Song and video for place - Model actions for question/answer - Pair games - Review colours, numbers, age in lead-in songs |
| Pets & Recap | <ul style="list-style-type: none"> - Name common pets in Spanish - Use familiar questions and answers - Integrate all previous terms in spoken games and routines | <p>¿Tienes...? Sí/No, tengo... Perro, gato, pez, pájaro.</p> | <p>¿Tienes mascotas?</p> | <ul style="list-style-type: none"> - Animal song and video - Show and tell (animal toys, pictures) - Class voting (Who has a dog? raise hands/count) - Reuse numbers in context (“dos perros”) - Whole-group recap with favourite autumn/spring songs |

Note: Each lesson naturally weaves in recap songs and activities from autumn and spring topics for consolidation and confidence.

How National Curriculum Objectives Are Developed Through Lesson Examples

| National Curriculum Objective | | Example from Lessons – How it is Developed |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Children join songs, respond to questions about age and pets, use actions and routines to answer teacher prompts. |
| Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | ✓ | Vocabulary and structures introduced through lively songs and games; children repeat and act out new words/names. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification | ✓ | Pair and group games for “¿Cuántos años tienes?” and “¿Dónde vives?”; Q&A routines in circle time. |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ | Use of sentences for age, address, and describing pets; responses built out in structured activities |
| Develop accurate pronunciation and intonation so others understand when they are using familiar words or phrases | ✓ | Teacher modelling, songs, call-and-response exercises in every session to foster clear, natural pronunciation |
| Present ideas and information orally to audiences | ✓ | Children answer questions or sing, share about their age, home or pets in the group or to a partner/class |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Animal songs, counting rhymes, and previous theme songs celebrated and repeated in lessons |
| Broaden vocabulary and develop ability to understand new words, including through visuals | ✓ | Visuals, props, toys and realia constantly used for pets and places; context supports new and familiar vocabulary |
| Describe people, places, things, and actions orally | ✓ | Children describe their age, place of living, and talk about pets using Spanish |

Approach to Development

- *Progressive Skill-Building:*

Lessons build from understanding questions and producing simple answers (“Tengo... años”, “Vivo en Inglaterra”), to describing familiar aspects of their world (pets, home).

- *Meaningful Repetition:*

Every session layers in songs and activities from autumn and spring, ensuring constant consolidation and joyful familiarity.

- *Multi-Modal Practice:*

Learning is physical and musical—using games, props (teddy/animal toys), movement, and classroom visuals to reinforce key structures.

- *Oral/Aural Emphasis:*

Focus is on spoken Spanish through call-and-response, group chanting, and interactive games; reading/writing are not required.

- *Cultural and Contextual Richness:*

Use of age-appropriate songs, place-based language, and real-life contexts makes lessons memorable and builds real communicative purpose.

Autumn Term Y1 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities | Phonics Development |
|--------------|---|--|---|--|--|
| Name | <ul style="list-style-type: none"> - Greet others - Ask and answer names - Practice pronunciation | <p>Hola, ¿Cómo te llamas? Me llamo,</p> <p>Mucho gusto - Encantado/a</p> | ¿Cómo te llamas? | <ul style="list-style-type: none"> - Role-play greetings and introductions - Singing name songs - Partner dialogues | Focus on vowel sounds (a, e, i, o, u): listening, repeating; games like 'hide and seek' with vowel cards to reinforce accurate pronunciation. |
| Numbers 1–20 | <ul style="list-style-type: none"> - Count from 0 to 20 - Recognize and say numbers - Use numbers in games | Cero, uno, dos... veinte | ¿Cuántos? | <ul style="list-style-type: none"> - Counting games and songs - Number treasure hunt - Standing counting game | Revisiting vowels; introduce and practise the "b/v" sound; focus on listening and producing b sounds + vowels. Wordwall games in relation with the sounds. |
| Christmas | <ul style="list-style-type: none"> - Discover Spanish Christmas traditions - Acquire festive vocabulary | Navidad, árbol de Navidad, belén, Papá Noel, Reyes Magos, Roscón de Reyes | <p>How do we say Merry Christmas? How do we say Happy New Year?</p> | <ul style="list-style-type: none"> - Memory/ vocabulary games - Singing Christmas songs - Nativity scene colouring | Recap vowels, reinforce "b/v" (e.g., "belén"), introduce the "k" sound, explicit practice through oral repetition and sound games. |

How National Curriculum Objectives Are Developed Through Lesson Examples

| National Curriculum Objective | | Example from Lessons – How it is Developed |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Pupils repeat after the teacher, join choral songs, play games responding to spoken prompts. |
| Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | ✓ | Phonics games and targeted activities on vowels and consonants connect pronunciation and meaning. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ | Teacher models dialogues; children practice “¿Cómo te llamas?” and respond in pairs. |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ | Children use full sentences in practice, e.g., “Me llamo...”, numbers, basic dialogues. |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | ✓ | Repetition, corrective feedback, and phonics drills embedded in songs and dialogues. |
| Present ideas and information orally to a range of audiences | ✓ | Pupils perform dialogues or share answers aloud and in games. |
| Read carefully and show understanding of words, phrases and simple writing | ✓ | Visual and written activities link to oral practice, supporting comprehension. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Songs feature in every topic, engaging pupils through rhythm and melody. |
| Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary | ✓ | New vocabulary for each theme, supported by visuals and oral activities. |
| Describe people, places, things and actions orally and in writing | ✓ | Describing self (name), objects (numbers), and festive images orally in Spanish. |
| 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 | ✓ | Patterns such as “Encantado/Encantada” and number formation are highlighted in context. |

Development & Phonics Approach

- *Progressive Skill-Building:*

Lessons include listening and imitation, quickly moving to active, independent speech production, supported by songs, games, and regular use of Spanish in classroom routines.
- *Meaningful Repetition:*

Activities are designed for repeated practice of key vocabulary and sentence structures, both in whole-class and partner work, to build fluency and confidence in speaking and listening.
- *Contextualized Phonics:*

Every lesson systematically reinforces Spanish vowel sounds (a, e, i, o, u) and targeted consonants (such as "b/v" and "k/c/q"). Phonics games (e.g., "hide and seek" with vowel cards, finding sounds in songs) and interactive games are interwoven with content, so children recognize and produce accurate Spanish sounds naturally alongside acquiring vocabulary. Teacher modelling, call-and-response, and corrective feedback embed accurate pronunciation and intonation.
- *Multi-Modal Practice:*

Songs, choral repetition, and rhythm activities reinforce both meaning and phonics, helping children connect the sounds of Spanish to their written forms. Visuals and physical games contextualize learning, ensuring abstract sounds and words are linked to memorable actions and images.
- *Oral/Aural Emphasis:*

Early focus is on developing listening and speaking through dialogue, songs, and games, intentionally postponing extended writing activities until a foundation in sound and meaning has been built.
- *Cultural and Contextual Richness:*

Lessons link vocabulary and sounds to Spanish cultural content (festivals, traditions, songs), making learning relevant and memorable, while broadening intercultural awareness.

Spring Term Y1 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities | Phonics Development |
|--------------------|---|---|---|--|--|
| Colours | <ul style="list-style-type: none"> - Name and recognize common colours - Use colours to describe objects - Awareness of gender agreement | rojo, verde, azul, amarillo, naranja, morado, negro, blanco, gris, marrón | ¿Qué color...? | <ul style="list-style-type: none"> - Colour songs - Colour recognition games - "Splat" game - Colour by number worksheets | Recap Spanish vowels; reinforce b/v, k, z sounds; focus on correct pronunciation with songs, repetition, visual cues |
| Class Instructions | <ul style="list-style-type: none"> - Understand and follow common classroom instructions - Respond to commands with actions | Escuchad, silencio, mirad, levantaos, sentaos, escribid | ¿Qué hay que hacer? ¿Puedes hacer...? | <ul style="list-style-type: none"> - Simon Says ("Paco dice") - True/false games - Noughts and crosses - "What's missing?" | Recap vowels and b/v, k, z; introduce /g/; repeated imperative verb practice with choral repetition and physical actions |
| Date and Birthday | <ul style="list-style-type: none"> - Name months of the year - Say/ask when birthday is - Use months/dates in questions and answers | enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, cumpleaños | ¿Cuándo es tu cumpleaños? ¿En qué mes naciste? | <ul style="list-style-type: none"> - Singing/reciting months - Birthday Q&A - Listening and dice games - "Cumpleaños Feliz" song | Recap vowels and b/v, k, z, g, j; emphasize months and birthday terms through songs, oral repetition, Q&A |

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | | How It Is Developed in Spring Term Y1 Lessons |
|--|---|--|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Responding to songs, games (Simon Says), answering questions, physically acting out instructions |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | ✓ | Embedded phonics in songs, chants, and sound- focused games for vowels/consonants |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | ✓ | Dialogue and pair work for colours, dates, and birthdays; classroom instructions |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ | Use of structured responses (“Me gusta...”, “Mi cumpleaños es...”) and Q&A routines |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | ✓ | Song and choral repetition, targeted oral practice, teacher feedback |
| Present ideas and information orally to a range of audiences | ✓ | Sharing answers in groups/pairs, performing in games, singing together |
| Read carefully and show understanding of words, phrases and simple writing | ✓ | Matching oral and written vocabulary; word-picture worksheets |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Songs and chants for colours, classroom instructions and birthdays help children internalise sound patterns and short rhyming lines in Spanish |
| Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary | ✓ | Introduction of new vocabulary each lesson, reinforced visually and orally |
| Describe people, places, things and actions orally and in writing | ✓ | Oral description of objects by colour, recounting birthdays, stating/acting instructions |
| Understand basic grammar appropriate to the language being studied, including (where relevant): gender forms, verb conjugation, key structures, and patterns | ✓ | Introduction of gender with colours, basic sentence/question structures, focus on imperative forms in class instructions |

Development & Phonics Approach

- *Skill Progression:*

Lessons introduce language through listening, modelled repetition, and interactive speaking, building towards independent sentence use in games and routines.
- *Phonics Integration:*

Each lesson incorporates core Spanish sounds—particularly vowels and key consonants (b/v, k, z, g, j)—through chants, oral drills, interactive games and direct teacher modelling, strengthening decoding and pronunciation.
- *Interactive, Contextual Learning:*

Activities anchor language in classroom life, personal information, and songs, making learning meaningful and memorable.
- *Oral/Aural Emphasis:*

Main focus is on developing understanding and confident spoken production; reading/writing tasks support and extend oral work naturally.
- *Cultural Context:*

Songs, birthday traditions, and activities link language to real-life and cultural events, boosting engagement and making language use purposeful.

Summer Term Y1 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities | Phonics Development |
|-----------------------------|--|--|--|---|--|
| Family | <ul style="list-style-type: none"> - Name family members - Say who is in your family - Use simple possessive phrases | mamá, papá, hermano, hermana, abuelo, abuela, familia, tengo, no tengo | <p>¿Quién es? ¿Tienes hermanos?</p> | <ul style="list-style-type: none"> - Introduce family words using pictures - Family tree making - Singing family songs | Recap vowels, sounds b, k, z, g, j, ll/y; practice double l ("llama") and nasal ñ ("niño") |
| The Very Hungry Caterpillar | <ul style="list-style-type: none"> - Name fruits/foods in Spanish - Sequence days of the week - Use singular/plural food words | lunes, martes, miércoles, jueves, viernes, sábado, domingo, manzana, pera, fresa, plátano, ciruela | <p>¿Qué come la oruga? ¿Cuántas hay?</p> | <ul style="list-style-type: none"> - Storytelling in Spanish - Food and days matching game - "Splat" with pictures/words | Vowels; reinforce ll/y and ñ; stress soft c (circo), ch (chal); link sound to spelling |
| At the Farm | <ul style="list-style-type: none"> - Name farm animals in Spanish - Explore animal sounds/noises in Spanish - Use "los/las" plurals | vaca, cerdo, gallina, pato, oveja, caballo, burro, perro, gato, gallo, pollito, animales, los, las | <p>¿Qué animal es? ¿Qué sonido hace?</p> | <ul style="list-style-type: none"> - Song: "Los animales en la granja" - Animal sound matching - Farm animal pairs game | Vowels; reinforce r/rr, b/v, ll, ñ; explicit attention to rolling "rr" and nasal ñ |

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | | How It Is Developed in Summer Term Y1 Lessons |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Children respond to stories, song prompts, and games with actions and answers. |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | ✓ | Systematic phonics in each lesson—vowels, double l, ñ, rr, ch—linked to new vocabulary with games and repetition. |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | ✓ | Pair work, dialogue routines (e.g., family questions, food preferences), and whole-class answering. |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ | Model and practice: “Tengo una hermana”, “La oruga come...”, “Es un pato.” Children use phrases in context throughout routines. |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | ✓ | Teacher modelling, call-and-response, and phonics-linked games with feedback. |
| Present ideas and information orally to a range of audiences | ✓ | Performance of songs, “show and tell” with family trees or animal games for the class or small groups. |
| Read carefully and show understanding of words, phrases and simple writing | ✓ | Matching oral language to written forms in picture/word games and worksheets; reading words/phrases in context. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Regular use of storybooks (e.g., "La oruga muy hambrienta"), songs for farm animals and family, rhymes in lesson routines. |
| Broaden vocabulary and develop ability to understand new words introduced into familiar written material, including through using a dictionary | ✓ | Thematically focused lessons introducing and consolidating new vocabulary with games and visuals. |
| Describe people, places, things and actions orally and in writing | ✓ | Children describe family members, farm animals, story events (e.g., what the caterpillar eats) in spoken Spanish. |
| Understand basic grammar appropriate to the language being studied, including (where relevant): gender forms, verb conjugation, key structures, and patterns | ✓ | Gender awareness (“un/una”), plurals with “los/las,” and singular/plural food and animal words in lessons. |

Development & Phonics Approach

- *Skill Progression:*

Each lesson leads children from listening and repeating to confident spoken production, using songs, storytelling, visual prompts, and games.

- *Phonics Integration:*

All lessons systematically practice vowels and key consonants such as b/v, k/c/q, z, g, j, ll/y, ñ, and the rolled “rr,” closely linking new sounds and meaning through playful and interactive memorable activities.

- *Interactive, Contextual Learning:*

Children engage actively via movement, choral practice, hands-on activities (such as making family trees, animal games), and contextual oral practice, making learning vibrant and meaningful.

- *Oral/Aural Emphasis:*

Spoken Spanish is foregrounded through class routines, paired dialogues, and group work; reading and writing tasks are introduced gradually as supportive skills.

- *Cultural Context:*

Use of storybooks (like “La oruga muy hambrienta”), songs about family and animals, and games rooted in Spanish-speaking traditions build cultural relevance and enjoyment.

Autumn Term Y2 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|----------------------|---|---|---|--|
| Greetings & Feelings | <ul style="list-style-type: none"> - Confidently use greetings in various contexts - Combine name with feelings in dialogues - Respond to and ask about others in extended sentences | hola, buenos días, buenas tardes, ¿cómo te llamas?, me llamo, encantado/a, ¿cómo estás?, muy bien, regular, mal, feliz, triste, cansado, enfadado | ¿Cómo te llamas? ¿Cómo estás? ¿Y tú? | <ul style="list-style-type: none"> - Pair interviews with full responses - Extended role-play (name, greeting, feeling) - Feelings song and gestures |
| Numbers 0-50 | <ul style="list-style-type: none"> - Count to 50 accurately - Spell/write numbers - Use numbers in real-life contexts (games) | uno, dos, tres, ... cincuenta, treinta, cuarenta, cincuenta, dieciséis, doce, veinte... cincuenta | ¿Qué número es? | <ul style="list-style-type: none"> - Bingo/treasure hunt - Number games in context |
| Christmas | <ul style="list-style-type: none"> - Describe and compare Christmas traditions - Use Christmas vocabulary in sentences - Retell stories/customs | Navidad, árbol de Navidad, belén, Papá Noel, Reyes Magos, Roscón de Reyes, luces, regalos | How do we say Merry Christmas? How do we say Happy New Year? | <ul style="list-style-type: none"> - Christmas songs - Retelling Spanish customs - Memory and matching games - Colour and reading activities |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by reading two-syllable words that include the specific sound introduced in the lesson, as well as words containing each of the five vowels—two for each vowel.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | | How It Is Developed in Autumn Term Y2 Lessons |
|---|---|--|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Listen for key details in extended conversations and games; more complex listening tasks and comprehension activities |
| Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words | ✓ | Integrated practice reading/producing full words in context (names, numbers, adjectives), segmenting and blending |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ | Hold short conversations; ask AND answer in turn; synthesize responses; clarify (“¿Cómo se dice...?”) |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ | Adapt sentence frames, use connectives, combine information, and expand on answers (“Me llamo Ana y estoy bien”) |
| Develop accurate pronunciation and intonation when reading aloud or using familiar words and phrases | ✓ | Pronounce full sentences; peer/teacher feedback; more deliberate practice with authentic modelled audio and reading |
| Present ideas and information orally to a range of audiences | ✓ | Present short paired/group performances (dialogues, role-play, story re-telling) |
| Read carefully and show understanding of words, phrases and simple writing | ✓ | Read and understand short sentences (“Tengo... años”, “Navidad, árbol de Navidad...”); reading games involve decoding and comprehension |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Retell stories/Christmas customs in own words; reflect on meaning and sequence; respond to story/audio questions |
| Broaden vocabulary and develop ability to understand new words introduced into familiar written material | ✓ | Infer meaning from context; use wordbanks and picture clues; begin to deduce or find new vocabulary independently |
| Write phrases from memory, and adapt these to create new sentences, expressing ideas clearly | ✓ | Write adapted sentences with own details (age, feelings), use structured frames to create new sentences |
| Describe people, places, things, and actions orally and in writing | ✓ | Use connected language to describe classmates, routines, and festive customs (using adjectives, verbs, and correct agreement) |
| Understand basic grammar appropriate to the language being studied, inc. (where relevant): gender forms, verb conjugation, key features, and patterns | ✓ | Apply gender/number agreement in adjectives and nouns; begin to use verb/tense patterns; use plural and singular forms; deepen question-answer structure |

- *Contextualized Phonics Progression:*

Phonics focuses on core consonant sounds with B, C, D–F. Pupils read two-syllable words that include the target sounds and practise all five vowel sounds by reading two words for each vowel. Through chants, oral repetition, and teacher modelling, pupils strengthen decoding accuracy and pronunciation.

- *Skill and Confidence Growth:*

Children move from echoing and short responses in Y1 to constructing, adapting, and blending information (e.g., greetings plus feelings, numbers plus ages, descriptive and comparative phrases) in Y2. Participation shifts from teacher-led choral work to pupil-driven dialogue, performance, and reading.

- *Wider Grammar and Structure:*

Where Y1 emphasized single structures, Y2 requires correct gender and number agreement, plural forms, and combining different language elements. This aligns with the government's expectation for pupils to move towards independent language manipulation by the end of KS1.

- *Reading and Writing Integration:*

Beginning with word-picture matching and copying in Y1, Y2 introduces reading and writing full words/short sentences in context. Children practice decoding whole words, reading aloud, and begin writing their own information using sentence frames.

- *Deeper Cultural Understanding:*

Festive and topic-based lessons move from isolated facts in Y1 to retelling, comparing, and describing customs and stories in greater detail in Y2.

- *Active Communication:*

The classroom dynamic progresses from call-and-response and matching games to real exchanges, collaborative group work, and multi-turn dialogues. Activities encourage children to apply language independently across topics, situations, and formats.

Spring Term Y2 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|-------------------------|---|---|--|---|
| Colours (Y2) | <ul style="list-style-type: none"> - Name, spell, and recognize colours in reading/writing - Express preferences - Use colours in sentences | rojo/a, verde, azul, amarillo/a, naranja, morado/a, negro/a, blanco/a, gris, marrón | <ul style="list-style-type: none"> ¿De qué color es...? ¿Cuál es tu color preferido? ¿Te gusta...? | <ul style="list-style-type: none"> - Spelling/word jumbles - Dialogue: “Me gusta/No me gusta el/la...” - Describing classroom objects by colour - Pair games for recognition/spelling |
| Class Instructions (Y2) | <ul style="list-style-type: none"> - Read, understand & follow written/oral classroom instructions - Give commands and combine with objects/actions | saltad, bailad, escribid, escuchad, leed, corred, silencio, en fila, sentaos, levantaos | <ul style="list-style-type: none"> ¿Qué hay que hacer? ¿Puedes...? ¿Quién puede...? | <ul style="list-style-type: none"> - Read and perform written instructions - Give instructions to partners - Drawing/reading games (draw actions from written prompts) - Sequencing/classroom command stories |
| Date and Birthday (Y2) | <ul style="list-style-type: none"> - Give and write the date in Spanish - Ask/give birthdays and days of the week - Use “hoy es...” & months/days in context | los días de la semana (lunes–domingo), los meses (enero–diciembre), cumpleaños, hoy es... | <ul style="list-style-type: none"> ¿Cuándo es tu cumpleaños? ¿Cuál es la fecha de hoy? ¿Qué día es hoy? | <ul style="list-style-type: none"> - Daily calendar routine (question/answer) - Write/classify birthdays - Partner interviews (days, dates, months) - Classroom calendar updates |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by reading two-syllable words that include the specific sound introduced in the lesson, as well as words containing each of the five vowels—two for each vowel.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | How It Is Developed in Spring Term Y2 Lessons |
|--|--|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ Pupils respond to classroom instructions, answer questions in games and routines, and follow daily oral calendar and colour-related questioning. |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | ✓ Explicit focus on reading and writing colour words, days, months; spelling and pronunciation games; oral drills with reading written prompts. |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | ✓ Children create and participate in dialogues (preferences, instructions), ask and answer about dates, birthdays, and give commands in context. |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ Structured sentence building (e.g., “Hoy es...”, “Me gusta...”) and expansion with conjunctions (y, o, pero). |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | ✓ Practice reading aloud full sentences, spelling games, pronunciation feedback in pair activities and class songs. |
| Present ideas and information orally to a range of audiences | ✓ Share calendar information, give classroom instructions to the class, present dialogue role-plays. |
| Read carefully and show understanding of words, phrases and simple writing | ✓ Read instructions, days and months, and simple written dialogues; classroom displays and routines reinforce reading comprehension. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ Songs/chants for calendar, colours, birthdays; storytelling using instruction or calendar contexts. |
| Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary | ✓ New topic vocabulary integrated in reading/writing games, with opportunities to infer meaning and consult word banks/glossaries. |
| Write phrases from memory, and adapt these to create new sentences, expressing ideas clearly | ✓ Fill-in-the-blank phrases (calendar, birthdays), writing and adapting set phrases for colours/preferences and dates. |
| Describe people, places, things and actions orally and in writing | ✓ Describe classroom objects (by colour, size), tell/ask about birthdays, give instructions/describe routines in the classroom. |
| Understand basic grammar appropriate to the language being studied, including (where relevant): gender forms, verb conjugation, key structures, and patterns | ✓ Use of masculine/feminine in colours, agreement in written/spoken sentences, verb forms for commands, and construction of questions/answers. |

Phonics & Developmental Approach

- *Phonics Progression:*

Phonics practice centres on G–J, H–CH, and Y–LL. Lessons follow the same structure: video introduction, guided pronunciation, and reading two-syllable words featuring the term’s specific sounds and vowels. Pupils refine listening discrimination between similar sounds and develop greater fluency in word reading.

- *Greater Independence and Integration:*

Lessons move from teacher-led oral repetition toward pupils confidently reading, writing, and speaking in varied, real contexts. Pair and group work are frequent, with children initiating and extending dialogues, instructions, and descriptions.

- *Advanced Grammar and Structure Use:*

Children apply gender agreement more consistently, combine vocabulary/sentences from different areas (e.g., colours + classroom objects, days + birthdays), and use full responses with connectives. They adapt learned structures for new contexts and express preferences in greater depth.

- *Reading and Writing Focus:*

Y2 places greater emphasis on reading and writing—class calendar routines, written instructions, and spelling/word games complement oral work and support literacy in Spanish.

- *Rich Communication & Cultural Context:*

Cultural learning is deepened through songs and routines linked to real events and practices (birthdays, classroom life). The emphasis is on meaningful, purposeful language use.

Summer Term Y2 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|----------------------------------|--|---|---|---|
| My Family (Y2) | <ul style="list-style-type: none"> - Name a wider range of family members - Use full sentences to describe family - Express “I have/love” relations | mamá, papá, abuelo, abuela, hermanos, hermanas, tío, tía, primo/a, mis padres, amo a... | <ul style="list-style-type: none"> ¿Tiene(s) hermanos o hermanas? ¿Cómo se llama tu abuela? ¿A quién amas en tu familia? | <ul style="list-style-type: none"> - Introduce new family members with images - Family tree building - “Amo a...” oral/written tasks |
| The Very Hungry Caterpillar (Y2) | <ul style="list-style-type: none"> - Name/tell new foods and days - Retell and write story with details - Sequence/describe with plural forms | manzana, pera, ciruela, magdalena, lunes–domingo, come, comió, hay, una/un, unas/unos | <ul style="list-style-type: none"> ¿Qué come la oruga? ¿Qué día es? ¿Cuántas peras/comidas? | <ul style="list-style-type: none"> - Retelling story (fill-in, speaking, then writing) - Board/dice/story games - Matching plural/singular forms |
| At the Farm (Y2) | <ul style="list-style-type: none"> - Name more farm animals and their features - Use plural and descriptive sentences - Describe scene (“hay...”, “veo...”) | vaca, cerdo, gallina, pato, burro, oveja, caballo, granja, pluma, orejas, marrón, negra, hay, veo | <ul style="list-style-type: none"> ¿Qué animales hay? ¿Cómo es el animal? ¿Qué ves en la granja? | <ul style="list-style-type: none"> - Farm animal sentence race - Farm scene description games - Build/write farm booklet |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by reading two-syllable words that include the specific sound introduced in the lesson, as well as words containing each of the five vowels—two for each vowel.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | | How It Is Developed in Y2 Summer Lessons |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Pupils respond to, follow and demonstrate understanding of longer spoken texts (story retelling, family questions, games) |
| Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words | ✓ | Pupils read and write whole words and sentences, practicing phonics and spelling patterns embedded in meaningful context |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | ✓ | Children take both Q&A and statement roles (about family, farm, story), extending conversations and clarifying meaning |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | ✓ | Sentence frames are adapted and extended (e.g., plural forms, adjectives, “hay/veo”, connectives) |
| Develop accurate pronunciation and intonation when reading aloud or using familiar words and phrases | ✓ | Regular reading aloud, sentence/word dictation, peer correction, and whole-class choral practice |
| Present ideas and information orally to a range of audiences | ✓ | Children retell stories, present their farm scene or family orally, lead games, and share in pair/group settings |
| Read carefully and show understanding of words, phrases and simple writing | ✓ | Reading and matching tasks, sequencing stories, reading written family/farm descriptions, story-based comprehension |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Use of the Hungry Caterpillar story, farm songs, family songs and chants throughout the term |
| Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary | ✓ | More challenging and diverse topic vocabulary; new words regularly introduced, explained, and used in reading/writing |
| Write phrases from memory, and adapt these to create new sentences, expressing ideas clearly | ✓ | Write and adapt sentences about family, animals, and story elements, using models and guides |
| Describe people, places, things and actions orally and in writing | ✓ | Describe scenes and people using adjectives and plurals, e.g., “Tiene orejas grandes”, “Veo tres vacas blancas” |
| Understand basic grammar appropriate to the language being studied, including (where relevant): gender forms, verb conjugation, key features, and patterns | ✓ | Explicit focus on plural/masculine/feminine/adjective agreement; using verbs “haber” and “ver” in context |

Phonics & Developmental Approach

- *Integrated and Contextualized Phonics:*

Focus shifts to Ñ, R, and T, continuing the pattern of video-based introduction and structured decoding activities. Pupils practise these phonemes in two-syllable words, alongside vowel reinforcement, consolidating their understanding of Spanish sound–spelling relationships and pronunciation consistency.

- *Advancing Skills and Independence:*

Children progress from Y1’s focus on single-word responses and echo drills to confidently creating, adapting, and writing full sentences using modelled and new structures. They lead conversations, ask and answer multi-step questions, and engage in substantial reading/writing activities (retelling stories, describing scenes, writing about family). This matches government expectations for increased independence and complexity by the end of KS1.

- *Broader Grammar & Vocabulary:*

Y2 learners use more adjectives, plurals, and connectives; create compound and descriptive sentences; and demonstrate awareness of gender and agreement rules. Grammar is reinforced through authentic usage, not just in drills.

- *Reading and Writing Focus:*

Story-based and topic-linked reading and writing tasks are central, e.g., sequencing “The Very Hungry Caterpillar,” describing farm scenes and building a family tree booklet. Written work is now used to reinforce and extend oral learning.

- *Cultural and Communication Depth:*

Activities link language learning to real-world contexts and Spanish culture, e.g., stories and games familiar to Spanish children, as well as discussion about family and rural life.

Autumn Term Y3 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|-----------------------------|--|---|---|--|
| Greetings & Feelings (Y3) | <ul style="list-style-type: none"> - Greet and respond in varied formal/informal contexts - Hold extended introductions in dialogue - Ask and answer about others' feelings - Spell and write basic personal info | <p>hola, buenos días, buenas tardes, ¿cómo te llamas?, me llamo, encantado/a, ¿cómo estás?, muy bien, regular, mal, feliz, triste, cansado, enfadado, gracias, ¿y tú?</p> | <p>¿Cómo te llamas? ¿Cómo estás? ¿Y tú? ¿Por qué?</p> | <ul style="list-style-type: none"> - Partner/whole-class dialogues - Whiteboard spelling races - Pronunciation/intonation correction - Listening and “Guess who” games - Dialogue performance in pairs |
| Numbers 0-50 and price (Y3) | <ul style="list-style-type: none"> - Count 0–50 confidently and beyond - Spell/write numbers and prices - Listen, read and write short Q&A exchanges | <p>uno, dos, tres, ... cincuenta, treinta, cuarenta, cincuenta, dieciséis, doce, veinte, un euro, precio</p> | <p>¿Qué número es? ¿Cuánto cuesta? ¿Cómo se escribe?</p> | <ul style="list-style-type: none"> - Counting aloud as a class and individually - Number–word/digit matching race - Listening and identifying numbers - Price activity - Guess the price aloud - Reverse bingo using number vocabulary |
| Christmas (Y3) | <ul style="list-style-type: none"> - Recognise key Spanish Christmas traditions orally/in writing - Use Christmas vocab in sentences - Sequence and retell customs orally and in writing - Spell/read vocabulary independently | <p>Navidad, árbol de Navidad, belén, Papá Noel, Reyes Magos, Roscón de Reyes, luces, regalos, noche, día, cena, fiesta</p> | <p>How do we say Merry Christmas? How do we say Happy New Year?</p> | <ul style="list-style-type: none"> - Matching new/known words with pictures - “Find and spell” games - Watching/listening to Christmas stories in Spanish - Group memory game - Complete/fill in festive sentences and activities |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by looking at one picture and three different words that include the sounds from the video. They read the words aloud and guess which one matches the picture.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | How It Is Developed in Autumn Term Y3 Lessons |
|---|--|
| Listening attentively to spoken language and show understanding by joining in and responding | ✓ Pupils engage in extended listening/response (audio prompts & authentic dialogue), focus on intonation and detail, not just key words. |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound, and meaning of words | ✓ Phonics integrated at whole-word/sentence level: focus on accurate reading/aloud, spelling, and decoding in context, not isolated sounds. |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | ✓ Multi-turn real dialogues, conversations with spelling and writing, expansion of Q&A beyond set frames (personal details, feelings, etc.). |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures | ✓ Children build, adapt, and write full sentences (dialogue scripting, Q&A, adding reasons, correcting errors). |
| Present ideas and information orally to a range of audiences | ✓ Pair/group performance of dialogues and stories; children present, peer assess and perform for class. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ Story retelling/listening now includes sequencing, identifying elements in context, and oral/written comprehension. |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | ✓ Pronunciation/intonation drills as part of reading, writing, and correction tasks, not just choral repetition. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ Pupils read, spell, and decode sentences (not just isolated words), and check accuracy by copying, matching, and correcting. |
| Broaden vocabulary and develop ability to understand new words introduced into familiar written material, including using a dictionary | ✓ More new vocabulary in writing/reading context; dictionary/word reference encouraged for unknown terms. |
| Write phrases from memory and adapt these to create new sentences, expressing ideas clearly | ✓ Fill-in and expansion activities: writing age, greetings, feelings, and Christmas phrases independently and in context. |
| Describe people, places, things and actions orally and in writing | ✓ Descriptions of self, others, and scenes (Christmas, using adjectives and time markers) in both spoken and written Spanish. |
| Understand basic grammar appropriate to the language being studied, including gender, verb conjugation, key features, and patterns | ✓ Use and swap singular/plural forms, gender accuracy in context (adjectives and articles), beginning to justify answers orally/written. |

Phonics & Developmental Approach

- *Phonics in Context:*

Phonics focuses on consonant sounds B, C, D–F. Pupils practise these phonemes by reading three different words that include the target sounds and matching one correctly to a corresponding picture. This visual association reinforces sound recognition and decoding.

- *Higher-Level Skills and Greater Independence:*

Lessons are structured for multi-turn, real-life conversations. Students write and adapt full sentences, spell vocabulary, and check accuracy in peer tasks. Dialogues and performances require using language interactively—with reasons, sequencing, and combining information (e.g., name + greetings + feelings).

- *Reading and Writing Integration:*

Pupils read and produce longer written exchanges: complete sentences, dialogues, and short descriptions. Error correction, dictation, and fill-in-the-blank activities foster reading comprehension and writing autonomy.

- *Broader Content and Grammar:*

Students now tackle new and more challenging vocabulary, integrate grammar such as gender, plurals, and adjective placement, and justify/reason in both speaking and writing. Peer modelling and class discussion support ongoing skills.

- *Cultural and Real-World Relevance:*

Children connect language to their lives and Spanish-speaking cultures: retelling stories, performing, and engaging meaningfully with customs and traditions (e.g., Christmas in Spain).

Spring Term Y3 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|--------------------|---|---|---|---|
| Colours | <ul style="list-style-type: none"> - Name and spell colours fluently - Express, justify and write colour preferences - Use “me gusta/no me gusta/y/pero” in context - Apply gender agreement in writing | rojo/a, verde, azul, amarillo/a, naranja, morado/a, negro/a, blanco/a, gris, marrón, me gusta, no me gusta, y, pero, el, la | <ul style="list-style-type: none"> ¿De qué color es...? ¿Cuál es tu color preferido? ¿Qué color te gusta? ¿Por qué? | <ul style="list-style-type: none"> - Colour song/games (faster pace, word order) - Noughts and crosses with colours - Written responses on worksheets - Partner dialogues (e.g., “Me gusta... pero no me gusta...”) |
| Class Instructions | <ul style="list-style-type: none"> - Recognise, read, and spell a variety of instructions - Follow/demonstrate and give commands in Spanish - Complete written/classroom instruction games | escuchad, escribid, leed, mirad, dibujad, silencio, en fila, sentaos, levantaos, Paco dice. | <ul style="list-style-type: none"> ¿Qué hay que hacer? ¿Puedes...? ¿Cómo se escribe...? | <ul style="list-style-type: none"> - Simon Says (“Paco dice”) - Whole class reading and drawing from written commands - Spelling/matching word activities - Listening/sound order games |
| Date and Birthday | <ul style="list-style-type: none"> - Complete, give and write the full date (day/month/year) - Understand/use full date sequence (incl. “Hoy es...” & day of week) - Use written Spanish to ask/answer about birthdays | los días de la semana (lunes– domingo), los meses (enero– diciembre), cumpleaños, fecha, Hoy es..., el, de, ¿Cuándo?, ¿Cuál es la fecha de hoy? | <ul style="list-style-type: none"> ¿Cuándo es tu cumpleaños? ¿Cuál es la fecha de hoy? ¿Qué día es? ¿En qué mes? | <ul style="list-style-type: none"> - Song games for dates/months/days - Whiteboard spelling - Listening to/writing dates after audio - Written birthday surveys/class calendar activities |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by looking at one picture and three different words that include the sounds from the video. They read the words aloud and guess which one matches the picture.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | | How It Is Developed in Spring Term Y3 Lessons |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Follow multi-step instructions, listen for details in longer audio (e.g., dates), respond to oral prompts by performing or spelling |
| Explore the patterns and sounds of language through songs and rhymes and link spelling, sound, and meaning of words | ✓ | Read, spell, and write whole words and sentences correctly in both speaking and writing; correct errors using sound–spelling rules |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ | Initiate/extend conversations and exchanges (e.g., combine “me gusta/no me gusta” with colours, dates), justify answers, ask “¿Por qué?” |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures | ✓ | Construct and adapt sentences with more vocabulary/structures; connect ideas using “y”, “pero”, and “porque” |
| Present ideas and information orally to a range of audiences | ✓ | Perform scripted/created dialogues, classroom presentations, joint singing and reading; increased performance complexity |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Work with faster, word-richer songs/stories; spell words from rhyme, understand content and sequence, read/write lyrics or story extracts |
| Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases | ✓ | Self-/peer-correct speech and writing; dictate and write down whole words/sentences; spell from oral prompts, not just recognition |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ | Read and write multi-part sentences; show understanding by spelling or assembling sentences beyond single words |
| Broaden vocabulary/understand new words in familiar written material, using dictionary when needed | ✓ | Find/record new words; use sound–spelling rules and context to decode/guess new words independently |
| Write phrases from memory, adapt/create new sentences, express ideas clearly | | Write phrases independently; adapt sentence frames extensively (write own favourite colours, date, birthdays, instructions, etc.) |
| Describe people, places, things, and actions orally and in writing | ✓ | Build sentences for description, compare/contrast, add detail and connectives (describe objects’ colour, days, actions in more depth) |
| Understand basic grammar relevant to study (gender, conjugation, sentence-building patterns) | ✓ | Consistently apply gender/plural rules; manipulate “el/la/los/las”; use “me gusta/no me gusta” with correct gender/number; connectives |

Phonics & Development Approach

- *Integrated Phonics and Spelling:*

Phonics practice shifts to G–J, H–CH, and Y–LL. Using the same interactive format, pupils read sets of three words containing the focus sounds and identify the one that matches the image. Teacher modelling and guided pronunciation strengthen accuracy and fluency.

- *Skill Expansion and Independence:*

Activities require students to read, write, and perform structured and free speech: spelling games, dialogue writing, describing classroom/item colours, performing and following written commands, and composing/taking classroom surveys (e.g., birthdays). Conversations go beyond simple Q&A, demanding justification, connection, and adaptability.

- *Complex Sentence Building:*

Pupils are expected to combine structures (“me gusta... pero no me gusta...”, “Hoy es...”, “Paco dice... escuchad y escribid...”), use correct gender/plurals, and link sentences, showing clear progression in both spoken and written Spanish.

- *Cultural and Real-Life Relevance:*

Songs, games, authentic classroom instructions, and real-world context (e.g., daily date routines, birthdays) further anchor learning, making Spanish a part of school life and deepening understanding.

Summer Term Y3 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|--------------------|---|---|---|--|
| My Family | <ul style="list-style-type: none"> - Name and spell a wider range of family members - Use and write full sentences to describe family - Express “I have/love” relationships and build descriptions | mamá, papá, abuelo, abuela, hermanos, hermanas, tío, tía, primo/a, mis padres, amo a... | <ul style="list-style-type: none"> ¿Tienes hermanos o hermanas? ¿Cómo se llama tu abuela? ¿A quién amas en tu familia? | <ul style="list-style-type: none"> - Introduce and spell new family words - Build and write a family tree - "Amo a..." oral and written tasks |
| Hungry Caterpillar | <ul style="list-style-type: none"> - Name and write foods and days - Retell, sequence, and write story details - Use plurals and adjectives in context | manzana, pera, ciruela, magdalena, lunes–domingo, come, comió, hay, una/un, unas/unos | <ul style="list-style-type: none"> ¿Qué come la oruga? ¿Qué día es? ¿Cuántas peras/comidas? | <ul style="list-style-type: none"> - Retell story orally and in writing - Board/dice/story sequencing games - Write sentences with plurals/adjectives |
| At the Farm | <ul style="list-style-type: none"> - Name, spell, and describe more farm animals - Build and write descriptive and plural sentences - Describe farm scenes in Spanish | vaca, cerdo, gallina, pato, burro, oveja, caballo, granja, pluma, orejas, marrón, negra, hay, veo | <ul style="list-style-type: none"> ¿Qué animales hay? ¿Cómo es el animal? ¿Qué ves en la granja? | <ul style="list-style-type: none"> - Animal spelling races - Farm scene written/speaking descriptions - Build/write a farm animals booklet |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by looking at one picture and three different words that include the sounds from the video. They read the words aloud and guess which one matches the picture.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | How It Is Developed in Y3 Summer Lessons | |
|--|--|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Pupils follow more extended spoken texts (story retelling, family/farm Q&A) and respond with longer, more detailed answers. |
| Explore the patterns and sounds of language through songs and rhymes and link spelling, sound, and meaning of words | ✓ | Lessons reinforce phonics through reading aloud, spelling, syllable focus, and writing full sentences, not just words. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ | Children lead and extend Q&A (family, animals, foods), justify opinions, seek clarifications, and sustain conversation turns. |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures | ✓ | Pupils construct and adapt longer sentences, adding adjectives, plurals, possessive structures, and link ideas using “y, pero”. |
| Develop accurate pronunciation and intonation when reading aloud or using familiar words and phrases | ✓ | Whole-group and individual reading/writing tasks, dictation, self-/peer correction of spelling and pronunciation. |
| Present ideas and information orally to a range of audiences | ✓ | Pupils perform story retellings, class/farm descriptions, “family tree” oral presentations, and share outcomes in groups. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ | Reading comprehension with sequencing tasks, matching, booklet writing, sentence assembly, and error correction exercises. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Ongoing use of Hungry Caterpillar story, class/animal/family songs, and rhyme-based reading and spelling tasks. |
| Broaden vocabulary and develop ability to understand new words introduced into familiar written material, using a dictionary if needed | ✓ | Pupils encounter and decode new words in context, use word banks, and use context clues to deduce/record meaning. |
| Write phrases from memory, adapt to create new sentences, express ideas clearly | ✓ | Sentence/routine writing (story, farm description, family), adaptation from frames, and written dialogue. |
| Describe people, places, things, and actions orally and in writing | ✓ | Pupils build descriptive and comparative sentences about family, animals, foods, and farm scenes, using appropriate grammar. |
| Understand basic grammar appropriate to the language being studied, including gender forms, verb conjugation, key features, and patterns | ✓ | Consistent practice of gender, plural, adjective agreement, possessive forms, verb use (“hay”, “veo”, “amo a”) in context. |

Phonics & Developmental Approach

- *Integrated and Contextualized Phonics:*

The term centres on Ñ, R, and T, continuing the consistent routine of video introduction and pronunciation drills. Pupils practise these phonemes through short reading tasks with pictured prompts, promoting confident pronunciation and developing automatic word recognition.

- *Greater Independence:*

Pupils move from oral phrase repetition in Y2 to building independent written and spoken sentences. They sequence stories, describe scenes, ask and answer personal and factual questions, and build extended written descriptions.

- *Broader Grammar & Vocabulary:*

There's a marked shift toward accurate use of adjectives, plurals, connectives, and possessive patterns, extending beyond modelled sentences to unique, pupil-driven output.

- *Reading and Writing Focus:*

Reading and writing activities play a central role—children retell stories, write about families and farm scenes, spell complex vocabulary, and use correct word order—all reinforced by phonics principles.

- *Cultural and Communication Depth:*

Storytelling, booklet making, and discussions connect learning to authentic Spanish contexts, while conversations and presentations encourage real communication.

Autumn Term Y4 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|-----------|--|---|--|--|
| Pets | <ul style="list-style-type: none"> - Name a range of pet animals - Say if you have/which pets - Use numbers and conjunctions to describe pets - Apply plural rules in context | perro, gato, pez/peces, pájaro, conejo, hámster, ratón/ratones, tortuga, cobaya, ¿Tienes mascotas?, tengo, y, no tengo, sí, no, un/una, muchos, ninguno | ¿Tienes mascotas? ¿Qué mascotas tienes? ¿Cuántos tienes? ¿Qué animal falta? | <ul style="list-style-type: none"> - Matching picture/word games - “What’s missing?” team game - Song: Las mascotas - Speaking games using “tengo/no tengo” - Listening and oral practice |
| Home | <ul style="list-style-type: none"> - Name rooms/areas in a house - Ask and answer “where is...” for people and animals - Build descriptive sentences about home - Use articles correctly (“el/la/los/las”) | la casa, el salón, la cocina, el baño, el dormitorio, el jardín, el garaje, el comedor, ¿Dónde está...?, está en, papá, mamá, perro, gato, Leo, Lucía, el/ la/ los/ las | ¿Dónde está Leo? ¿Dónde está el gato? ¿Quién está en la cocina? ¿En qué área está...? | <ul style="list-style-type: none"> - Picture labeling and recall - Sentence gap-fills - Listening to and acting out “dónde está...” - Describing where people/animals are - Drawing house layouts with labels |
| Christmas | <ul style="list-style-type: none"> - Discover and describe Spanish Christmas traditions - Learn and use Christmas vocabulary in context - Retell customs in writing and speech | Navidad, el árbol, el belén, Papá Noel, Reyes Magos, tarta, vela, regalo/s, luces, estrella, mercado, cena, roscón de Reyes | How do we say Merry Christmas? How do we say Happy New Year? | <ul style="list-style-type: none"> - Storytelling with Spanish Christmas traditions - Memory and matching games - Musical/lyric activities - Christmas song listening/colour sheets |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by reading short sentences that focus on one specific sound introduced in the lesson and connect to the lesson’s topic.

National Curriculum Objectives Table and Evidence of Y4 Progression

| National Curriculum Objective | How It Is Developed in Y4 Autumn Lessons |
|---|--|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ Pupils listen and respond to spoken questions, games, and story retellings; follow oral instructions; react to what’s heard in spoken/written tasks. |
| Explore the patterns and sounds of language through songs and rhymes and link spelling, sound, and meaning of words | ✓ Phonics is contextually embedded: children read, spell, and write full pet/home/Christmas words and sentences, focus on plural/adjective endings. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ Pair/whole class conversations (e.g., about pets, house locations, Christmas customs); extend responses and ask/answer with more varied content. |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures | ✓ Generate and adapt full sentences (e.g., “Tengo una tortuga y dos peces”), describe locations, retell Christmas events beyond modelled phrases. |
| Present ideas and information orally to a range of audiences | ✓ Present team answers in games, describe scenes/house layouts, perform dialogues or customs retellings, share personal answers aloud. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ Listen to and recount stories about pets and traditions, learn and interpret songs and chants for all topics, discuss meaning in class. |
| Develop accurate pronunciation and intonation in reading aloud or using familiar words/phrases | ✓ Emphasise accurate spelling and pronunciation through listening and writing exercises, not just repetition. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ Match written words to pictures, understand and produce short written texts for all topics (pet lists, house scenes, Christmas cards). |
| Broaden vocabulary and develop ability to understand new words introduced into familiar written material | ✓ Expanded thematic vocabulary (festivals, places, conjunctions, plurals); deduce or check meaning, use whole-sentence reading/writing for practice. |
| Write phrases from memory, adapt to create new sentences, express ideas clearly | ✓ Write sentences and captions about pets, home, Christmas scenes; adapt models to express own ideas or information about location or number. |
| Describe people, places, things, and actions orally and in writing | ✓ Produce oral/written descriptions about family, pets, house, festive scenes; use adjectives and plurals in context. |
| Understand basic grammar relevant to the language being studied, including gender, verb conjugation, key features, patterns | ✓ Apply singular/plural rules, noun–adjective agreement, use articles and conjunctions, complete and modify sentences accurately and independently. |

Phonics & Developmental Approach

- *Integrated Phonics and Reading:*

Phonics is now a fully embedded part of reading and writing across all topics, moving well beyond individual word recognition or repetition. Pupils decode, spell short sentences containing these target phonemes (with C, QU, and H), directly linked to the lesson's topic. This contextual practice strengthens pronunciation accuracy and helps pupils recognise phoneme–grapheme patterns in meaningful contexts.

- *Greater Independence & Language Control:*

Children shift from model-based sentences to creative and independent output—writing lists, descriptions, invitations, and complete statements about pets, home, and Christmas customs. Oral activities involve more improvisation, reasoning, and varied roles.

- *Advanced Structure and Grammar:*

Pupils consistently apply plural and gender rules, use conjunctions such as “y” and “pero,” and manipulate familiar language in new ways (e.g., describing pets with numbers/adjectives or household objects with locations).

- *Reading and Writing Central:*

Extensive written work is done in context (pet lists, “where is...?” sentences, Christmas captions), spelling and writing are in focus, and children move fluidly between oral and written Spanish.

- *Cultural and Communication Depth:*

Traditions and customs (especially Christmas and piñata, per lesson plans) are not only learned but retold and discussed, blending Spanish culture with functional use of new vocabulary and structures.

Spring Term Y4 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|-----------------|--|---|--|--|
| Going to School | <ul style="list-style-type: none"> - Name modes of transport - Say how I go to school - Spell transport words - Understand and answer questions about transport | en autobús, en coche, en tren, en bicicleta, a pie, ir a la escuela, ¿Cómo vas a la escuela? | ¿Cómo vas a la escuela? ¿y tú? | <ul style="list-style-type: none"> - Spelling and memory games - Listening comprehension - Guessing activities - Whiteboard spelling races |
| Lunch at School | <ul style="list-style-type: none"> - Name food and drink items - Say what I eat and drink at school - Ask and answer about dessert and drinks | comida, bebida, postre, agua, zumo, leche, pan, fruta, carne, verduras, ¿Qué comes?, ¿Qué bebes?, ¿Y de postre? | ¿Qué comes? ¿Qué bebes? ¿Y de postre? | <ul style="list-style-type: none"> - Review and Splat vocabulary games - Oral practice on meals/drinks - Listening and speaking activities |
| My Classroom | <ul style="list-style-type: none"> - Name classroom items and supplies - Ask for items politely - Use and spell colours with nouns - Write sentences about classroom items and numbers | bolígrafo, lápiz, cuaderno, regla, mochila, sacapuntas, borrador, libro, mesa, silla, rojo, amarillo, verde | ¿Tienes un bolígrafo? ¿Dónde está el lápiz? ¿Cuántos bolígrafos hay? | <ul style="list-style-type: none"> - Picture-word matching - Sentence writing and spelling - Listening activities - Whiteboard and book activities |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by reading short sentences that focus on one specific sound introduced in the lesson and connect to the lesson's topic.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | | How It Is Developed in Y4 Spring Lessons |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Students respond to spoken questions, follow oral instructions, and complete listening tasks using full sentences or actions. |
| Explore the patterns and sounds of language through songs and rhymes and link spelling, sound, and meaning of words | ✓ | Phonics embedded through reading and writing activities, with a focus on decoding and spelling multisyllabic, topic-rich vocabulary. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ | Paired and group dialogues around transport, meals, and classroom items; open-ended Q&A and extended exchanges. |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures | ✓ | Independent construction and adaptation of sentences orally and in writing, using reviewed grammar and topic vocabulary. |
| Present ideas and information orally to a range of audiences | ✓ | Oral presentations and performances about topic content (e.g., how I go to school, what I eat, classroom inventory). |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Use of songs and rhythmic games related to classroom language, food, and transport; listening to and interpreting simple stories. |
| Develop accurate pronunciation and intonation in reading aloud or using familiar words/phrases | ✓ | Repeated reading aloud, choral repetition, whiteboard dictation, and personalized feedback on accuracy and clarity. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ | Decoding and spelling tasks, sentence building, and comprehension activities grounded in all three topics. |
| Broaden vocabulary and develop ability to understand new words introduced through familiar written material | ✓ | Systematic introduction and reinforcement of new words via reading, writing, and spoken work; dictionary/word list work as needed. |
| Write phrases from memory, adapt to create new sentences, express ideas clearly | ✓ | Writing sentences from memory using frames and adapting to suit context, ranging from single items to full lists and descriptions. |
| Describe people, places, things, and actions orally and in writing | ✓ | Extended descriptions of transport routines, classroom setups, and meal preferences both orally and in written work. |
| Understand basic grammar appropriate to the language being studied, including gender, verb conjugation, key features, and patterns | ✓ | Grammar emphasis on noun-adjective agreement, correct article use, plural formation, and verb usage in realistic communicative tasks. |

Phonics & Developmental Approach

- *Integrated Phonics and Reading:*

Focus moves to G, GU, and LL, pupils read short sentences featuring the specific sounds introduced in the lesson, reinforcing fluency, rhythm, and intonation through familiar vocabulary.

- *Skill Expansion and Independence:*

Pupils transition from guided repetition to independently constructing sentences, spelling words during games and dictations, and using Spanish confidently in reading, writing, and oral questions.

- *Grammar and Vocabulary Development:*

Emphasis is placed on grammatical accuracy—especially noun-adjective agreement, article use, pluralization, and sentence structure—both in oral and written Spanish, ensuring precision and range.

- *Contextual, Interactive Learning:*

All activities—games, listening, performances, spelling races—connect directly to daily experiences and practical school scenarios, making language learning meaningful and memorable.

- *Cultural and Communication Depth:*

Songs and class routines ensure correct pronunciation, foster enjoyment, and deepen understanding of how Spanish functions in authentic situations.

Summer Term Y4 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|----------------------------|--|---|--|---|
| School Subjects (Opinions) | <ul style="list-style-type: none"> - Name and spell a range of school subjects - Express preferences and give reasons - Construct and write extended sentences about subjects | matemáticas, ciencias, inglés, español, música, arte, educación física, tecnología, historia, geografía, religión, me gusta, me encanta, no me gusta, odio, y, pero, porque | <ul style="list-style-type: none"> ¿Cuál es tu asignatura favorita? ¿Te gusta...? ¿Por qué? | <ul style="list-style-type: none"> - Labelling subjects on timetables - Opinion games (“me gusta/no me gusta/odio/porque...”) - Sentence construction with conjunctions - Writing and speaking about Spanish timetables and own preferences |
| Sport and Hobbies | <ul style="list-style-type: none"> - Name and write common sports/hobbies - Give and write opinions on sports/hobbies, using connectives - Use question forms - Join sentences for fluency | fútbol, baloncesto, tenis, natación, atletismo, danza, ciclismo, leer, cantar, jugar, escuchar música, ver la tele, me gusta, me encanta, no me gusta, odio, hacer, jugar, porque | <ul style="list-style-type: none"> ¿Qué deporte te gusta? ¿Cuál es tu hobby favorito? ¿Por qué te gusta...? | <ul style="list-style-type: none"> - Spelling and matching games (sports/hobbies) - Opinion sentence chain (adding “y”/“pero”/“porque”) - Writing and reading pair lists - Asking/answering peer questions |
| Weather | <ul style="list-style-type: none"> - Name and write a range of weather expressions - Describe weather in cities/seasons - Give full weather reports orally and in writing | hace sol, hace frío, hace calor, llueve, nieva, está nublado, tormenta, está despejado, la temperatura, el tiempo, las estaciones (verano, otoño, invierno, primavera), grados | <ul style="list-style-type: none"> ¿Qué tiempo hace? ¿Cuál es tu estación favorita? ¿Qué tiempo hace en...? | <ul style="list-style-type: none"> - Daily weather question routine - Giving written/spoken forecasts for Spanish cities - Matching/sorting activities for vocabulary - Making own weather diary/poster |

*Phonics Development: Each lesson begins with the video Learn About Pronunciation in Spanish with Burt Bessington. Afterwards, pupils practice phonics by reading short sentences that focus on one specific sound introduced in the lesson and connect to the lesson’s topic.

National Curriculum Objectives and How They Are Developed

| National Curriculum Objective | | How It Is Developed in Y4 Summer Lessons |
|--|---|--|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Follow and answer spoken questions, respond to forecast routines, preference games, and peer discussions. |
| Explore the patterns and sounds of language through songs/rhymes and link spelling, sound, and meaning of words | ✓ | Regular phonics practice in spelling of complex words; apply rules in connection to longer sentences and topic-rich contexts. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ | Paired/group Q&A games, stating and explaining opinions, sustained dialogue around shared/sports/weather preferences. |
| Speak in sentences using familiar vocabulary, phrases, and basic language structures | ✓ | Build, adapt, and write longer sentences with conjunctions, reasons, details, and connectives (“porque”, “y”, “pero”). |
| Present ideas and information orally to a range of audiences | ✓ | Present short timetables, reports, and opinion pieces; deliver written and oral weather forecasts and dialogue in pairs. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Use of weather/sport songs and chants, integration of rhyme, and musical routine to build memory and pronunciation. |
| Develop accurate pronunciation and intonation in reading aloud/familiar words/phrases | ✓ | Repeated reading aloud, peer/self-correction, whiteboard dictation, pronunciation feedback in presentation of longer text. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ | Comprehension and written-response tasks for timetables, forecasts, and preferences; reading and interpreting weather data. |
| Broaden vocabulary & develop ability to understand new words in familiar written material | ✓ | Thematically rich wordlists (subjects, weather, sports); decoding, inferring from context; activities with visual/manipulatives. |
| Write phrases from memory, adapt to create new sentences, express ideas clearly | ✓ | Write full opinions, reports, routines, and diary entries from prompts or oral activity, including connectives and justifications. |
| Describe people, places, things, and actions orally and in writing | ✓ | Extended descriptions (weather in cities/seasons, sports, school day subjects) both orally and in written Spanish. |
| Understand basic grammar appropriate to the language being studied, including gender, verb conjugation, key features, patterns | ✓ | Accurately use articles, agreement, verbs (gustar, hacer, jugar), connectives, plural/singular and more in all contexts. |

Phonics & Development Approach

- *Integrated Phonics and Extended Reading/Writing:*

Instruction centres on J–GE, GI, and Ñ. Pupils consolidate their understanding of Spanish phonics by reading brief, topic-related sentences that integrate these sounds, promoting confident pronunciation and improved decoding within authentic language use.

- *Independence and Fluency:*

Pupils move beyond modelled responses, combining opinions, reasons, and details into full sentences and short texts. Dialogue games and peer questioning foster spontaneous use and flexible adaptation of language.

- *Grammar and Structure:*

Children consistently apply grammatical rules (agreement, verb endings, connectives), build and adapt sentences using conjunctions and explanations, and manipulate structures for different communicative purposes.

- *Reading and Writing in Context:*

Regular, purposeful decoding and writing activities demand application of phonics, grammar, and vocabulary beyond isolated words, mirroring “real” Spanish literacy situations (reports, opinions, weather forecasts).

- *Cultural and Functional Communication:*

Lessons connect learning to daily life and the Spanish-speaking world (e.g., Spanish school days, weather in different regions, sports/hobbies), with meaningful, purposeful exchanges and projects.

Autumn Term Y5-6 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|----------------|---|--|---|---|
| Y3-4 Review | <ul style="list-style-type: none"> - Consolidate and apply previous years' vocabulary/structures - Respond fluently to Q&A - Use classroom instructions confidently | Classroom instructions (levantaos, sentaos, mirad, escribid, silencio, etc.), greetings, colours, feelings, numbers 0-50, pets, transport | ¿Cómo te llamas? ¿De qué color es...? ¿Cuántos años tienes? ¿Cómo vas a la escuela? ¿Qué mascotas tienes? | <ul style="list-style-type: none"> - Oral and written gap- fill review tasks - Songs and chanting - Partner Q&A - Listening/reading question sheets |
| Numbers 50–100 | <ul style="list-style-type: none"> - Count confidently to 100 - Spell and write 2-digit numbers - Listen and transcribe numbers - Extend number usage in games and maths tasks | cincuenta, sesenta, setenta, ochenta, noventa, cien, y (and) | ¿Qué número es? ¿Cuántos hay? ¿Puedes contar a cien? | <ul style="list-style-type: none"> - Song: Count to 100 - Whiteboard spelling races - Listening and digit writing - Stand up/Sit down number games - Number wordsearch |
| Christmas | <ul style="list-style-type: none"> - Name Christmas tree decorations in Spanish - Describe a Christmas tree using “hay” and location phrases - Read and write about Spanish festive traditions | decoraciones, árbol de Navidad, regalo, balón de caramelo, campana, estrella, bola, guirnalda, bota navideña, luces | ¿Qué hay en el árbol de Navidad? ¿Qué hay debajo del árbol? | <ul style="list-style-type: none"> - Picture-word matching - Box/listening activities - Read description and draw/decorate - Write own festive sentences/descriptions - Christmas cards/wordsearches |

* Phonics Development: Each lesson begins with the video Phonemes: Pronouncing Words in Spanish. Afterwards, pupils practice phonics by reading short sentences that focus on one specific phoneme from the lesson and connect to the main topic of the session.

National Curriculum Objectives Table and Evidence

| National Curriculum Objective | | How Developed in Y5-6 Autumn Lessons |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Pupils perform multi-step listening (e.g., filling in review sheets from audio, transcribing numbers, acting on instructions). |
| Explore the patterns and sounds of language; link spelling, sound, and meaning | ✓ | Extended focus on writing and decoding multisyllabic and compound words; songs/rhymes connect to correct pronunciation/spelling. |
| Engage in conversations; ask/answer questions; express opinions; seek clarification and help | ✓ | Extended, fluid Q&A, including justification for answers and self-expression during reviews and festive activities. |
| Speak in sentences using familiar vocabulary, phrases, and basic language structures | ✓ | Produce/adapt sentences using conjunctions, plurals, and extended description in writing and speaking. |
| Present ideas and information orally to a range of audiences | ✓ | Share completed festive descriptions, recount number sequences, and perform partner dialogues for class. |
| Appreciate stories, songs, poems, rhymes in the language | ✓ | Ritual songs and word games are used to revisit core language, helping pupils enjoy Spanish rhythm and rhyme while reading longer phrases |
| Develop accurate pronunciation and intonation when reading aloud or using familiar words/phrases | ✓ | Frequent reading aloud/peer correction, dictation activities, and targeted pronunciation of compound/longer words. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ | Read and interpret fuller descriptions, instructions, and questions (not just isolated words/phrases). |
| Broaden vocabulary and develop ability to understand new words in familiar written material | ✓ | Apply familiar roots/patterns to decode new, longer or compound words, especially on festive and number topics. |
| Write phrases from memory, adapt to create new sentences, express ideas clearly | ✓ | Write extended sentences from prompts (e.g., describing a tree, counting objects), adapt structure creatively. |
| Describe people, places, things, actions orally and in writing | ✓ | Extended oral/written description (tree, pets, numbers), including adjectives, numbers, colours, and position words. |
| Understand basic grammar appropriate to the language being studied, including gender, verb conjugation, key features, patterns | ✓ | Use and manipulate word order, plurals, articles/adjectives, conjunctions and prepositions, and compound grammatical patterns. |

Phonics & Developmental Approach

- *Integrated, Advanced Phonics:*

Children decode, spell, and write longer, compound words and phrases, smoothly bridging known roots to new vocabulary (esp. numbers/Christmas). Emphasis on pronunciation, spelling, and listening comprehension for context-rich, multi-part sentences.
- *Fluency and Complexity:*

Pupils move from guided responses to independent, creative, and accurate use of language—constructing and adapting sentences, combining language structures, and confidently working with new/tougher vocabulary in reading, writing, and speech.
- *Grammar, Structure, and Communication:*

Learners use accurate grammatical patterns—including pluralization, agreement, question formation, and complex description—with increased independence, applying these in authentic oral and written tasks.
- *Comprehension and Literacy in Context:*

Reading and writing span multi-step instructions, fuller Q&A, and cross-topic tasks (e.g., describing, labeling, recounting, sequencing), reinforcing real-world application and upper KS2 literacy goals.
- *Cultural and Real-World Relevance:*

Christmas and review content engages children with Spanish-speaking culture authentically, while number mastery supports maths integration.

Spring Term Y5-6 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|----------------------|--|---|---|--|
| The Time | <ul style="list-style-type: none"> - Ask and tell the time with fluency - Read and write times (including quarter past/to, half past) - Use time in daily contexts | ¿Qué hora es?, es la una, son las dos, y cuarto, y media, menos cuarto, de la mañana/tarde/noche, minutos (cinco...cincuenta y cinco) | ¿Qué hora es? ¿A qué hora...? ¿Cuándo...? | <ul style="list-style-type: none"> - Board games for telling time - Listening “draw the clock” tasks - Whiteboard time-writing challenges - Song “¿Qué hora es?” and dictation |
| Daily Routine | <ul style="list-style-type: none"> - Describe and sequence morning routines - Write and present daily routines with correct verbs and time - Use connectors for sequence | me levanto, me lavo, desayuno, me visto, voy, como, luego, después, más tarde, por la mañana, a las... | ¿Qué haces por la mañana? ¿A qué hora...? ¿Qué haces después? | <ul style="list-style-type: none"> - Sequencing/ordering actions - Writing and reading routines with times and connectors - Group competitive recall - Presentations, written diaries, and class reading |
| Countries and Cities | <ul style="list-style-type: none"> - Name countries and cities in Spanish - Ask/answer where people live - Give personal info (city, country, age, birthday) - Spell and write city/country names accurately | España, Francia, Italia, Inglaterra, Alemania, Irlanda, Portugal, Londres, Madrid, París, Berlín, ¿Dónde vives?, en, vivo en, capital, ciudad | ¿Dónde vives? ¿En qué país? ¿Cuál es la capital de...? | <ul style="list-style-type: none"> - Dialogue Q&A activities - Map and flag matching games - Listening gap-fills - Writing about self/others with city, country, age, birthday |

* Phonics Development: Each lesson begins with the video Phonemes: Pronouncing Words in Spanish. Afterwards, pupils practice phonics by reading short sentences that focus on one specific phoneme from the lesson and connect to the main topic of the session.

National Curriculum Objectives Table and Evidence for Y5–6 Spring Term

| National Curriculum Objective | How Developed in Y5–6 Spring Lessons |
|--|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ Responding to spoken Q&A, listening gap-fills, time recognition, and class oral routines. |
| Explore the patterns and sounds of language, link spelling, sound, and meaning of words through songs/rhymes | ✓ Decoding long time expressions and country/city names; writing/routine dictation; integrating reading, spelling, and speaking. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ Sustained, multi-part partner dialogues (countries, daily routines), class surveys, follow-up and extension questions. |
| Speak in sentences using familiar vocabulary, phrases, and basic language structures | ✓ Producing/writing sentences with connectors—describing routine, giving the time, stating where you live. |
| Present ideas and information orally to a range of audiences | ✓ Performing, reading routines aloud, sharing time and routine info in class presentations. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ Songs (telling the time), reading and reciting routine sequences, map-based language chants for countries/cities. |
| Develop accurate pronunciation and intonation when reading aloud or using familiar words/phrases | ✓ Choral and partner reading, routine dictation, targeted attention to pronunciation of reflexives, times, and place names. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ Class comprehension tasks using routines, time info, geographical info, gap-fill and sequencing activities. |
| Broaden vocabulary and develop ability to understand new words introduced into familiar written material, including using a dictionary | ✓ Using map/context to support guesses for city/country; reading/writing extended sentences with new connectors/structures. |
| Write phrases from memory, adapt to create new sentences, express ideas clearly | ✓ Writing routines, time statements, city/country sentences from models and memory; creative sentence adaptation. |
| Describe people, places, things, and actions orally and in writing | ✓ Descriptions involving self, place, time, daily actions—both written and spoken, with increasing detail and accuracy. |
| Understand basic grammar appropriate to the language being studied, including gender, verb conjugation, key features, and patterns | ✓ Reflexive verbs in routines, time construction, prepositions, article and connector use, adjectival agreement with place names. |

Phonics & Developmental Approach

- *Integrated, Advanced Phonics:*

Students read, decode, write, and pronounce extended sentences and real communications about multi-part time, routine, and geography expressions. Phonics focuses on G, GU, and LL.
- *Fluency, Independence, and Complexity:*

Learners build, adapt, and present multi-sentence oral and written work: routines are sequenced with time and connectors, city/country names are spelled from memory, and Q&A go beyond basic information to extended, multi-turn exchanges.
- *Grammar and Structure:*

Emphasis is on using complex verb forms (esp. reflexives in routines), connectives (“luego”, “después”, “más tarde”), prepositions (“en”), and full sentence formation for describing time, place, and action.
- *Comprehension and Writing in Context:*

All phonics and reading/writing is anchored in purposeful, content-rich tasks: clocks and timetables, daily/weekly diaries, maps and personal info, reinforcing real-life language use.
- *Cultural and Functional Communication:*

Content connects to daily life and the geography of Spain and other countries, using map-based, routine, and time-based information for authentic communication.

Summer Term Y5-6 Spanish – Medium Term Planning

| Topic | Key Learning Objectives | Key Vocabulary | Key Questions | Activities* |
|-------------------------|---|---|---|--|
| Nationality & Languages | <ul style="list-style-type: none"> - Name and use nationalities with gender agreement - Say and write what languages you speak - Ask and answer about nationality and language | español/a, francés/a, inglés/a, alemán/a, italiano/a, ruso/a, marroquí, escocés/esa, irlandés/esa, hablar, nacionalidad, ¿Cuál es tu nacionalidad?, ¿Qué idiomas hablas?, soy, hablo, un poco | ¿Cuál es tu nacionalidad? ¿Qué idiomas hablas? ¿Hablas español? | <ul style="list-style-type: none"> - Gender/adjective matching games - Pair information dialogues - Written nationality/language profiles - "Introduce yourself" presentations |
| Physical Description | <ul style="list-style-type: none"> - Describe appearance (height, eyes, hair, glasses/beard etc.) - Write character descriptions - Ask/answer about others' appearance | alto/a, bajo/a, mediano/a, rubio/a, moreno/a, pelirrojo/a, pelo, ojos, gafas, barba, bigote, largo/corto, rizado/liso, azul/es, verde/s, marrón/es, negro/s, tengo, es | ¿Cómo eres? ¿De qué color son tus ojos? ¿Llevas gafas? | <ul style="list-style-type: none"> - Repetition games and picture labelling - "Guess who?" listening/description activities - Written character profiles - Peer survey "find someone who..." |
| Personality | <ul style="list-style-type: none"> - Give/describe personality traits, strengths, and frequency - Ask/answer about self and others - Build written/aural profiles | simpático/a, tímido/a, divertido/a, amable, trabajador/a, generoso/a, tranquilo/a, sociable, honesto/a, creativo/a, siempre, a veces, nunca, soy, eres | ¿Cómo eres? ¿Eres ? | <ul style="list-style-type: none"> - Listening/reading character profiles - Pair surveys with frequency adverbs - Write descriptions of self/friend - Whole class oral Q&A games |

* Phonics Development: Each lesson begins with the video Phonemes: Pronouncing Words in Spanish. Afterwards, pupils practice phonics by reading short sentences that focus on one specific phoneme from the lesson and connect to the main topic of the session.

National Curriculum Objectives Table and Evidence for Y5 –6 Summer Term

| National Curriculum Objective | | How Developed in Y5–6 Summer Lessons |
|--|---|---|
| Listen attentively to spoken language and show understanding by joining in and responding | ✓ | Pupils listen and respond to oral descriptions, Q&A, profile readings, and surveys with increasing accuracy and fluency. |
| Explore the patterns and sounds of language through songs/rhymes and link spelling, sound, and meaning of words | ✓ | Regular decoding and spelling of complex adjectives and gender/plural variations; practicing pronunciation and reading aloud. |
| Engage in conversations; ask and answer questions; express opinions and respond to others; seek clarification and help | ✓ | Multi-part, sustained dialogues, personal Q&A, and partner surveys to clarify and extend understanding. |
| Speak in sentences using familiar vocabulary, phrases, and basic language structures | ✓ | Pupils use and adapt full sentences with multiple adjectives, connectives, and subject-verb agreement. |
| Present ideas and information orally to a range of audiences | ✓ | “Introduce yourself” speeches, friend descriptions, and reading written work to the group. |
| Appreciate stories, songs, poems, and rhymes in the language | ✓ | Chants and short, character-based readings include repeated and sometimes rhyming language, which pupils perform and respond to orally. |
| Develop accurate pronunciation and intonation when reading aloud or using familiar words/phrases | ✓ | Correct pronunciation of nationality and personality adjectives/verbs during presentations and reading tasks. |
| Read carefully and show understanding of words, phrases, and simple writing | ✓ | Pupils read and comprehend profiles, character cards, and written descriptions in increasing detail. |
| Broaden vocabulary and develop ability to understand new words in familiar written material | ✓ | Introduction of new, topic-specific adjectives, focused oral/aural and reading/writing integration. |
| Write phrases from memory, adapt to create new sentences, express ideas clearly | ✓ | Write paragraphs/profiles from models, then adapt to include personal or novel information (opinions, appearance). |
| Describe people, places, things, and actions orally and in writing | ✓ | Extended character/friend descriptions using physical, personality and nationality/language vocabulary. |
| Understand basic grammar appropriate to the language being studied, including gender, verb conjugation, key features, patterns | ✓ | Consistent application of gender/plural agreement, adjective position, verb forms “ser”, “tener”, and frequency adverbs. |

Phonics & Developmental Approach

- *Phonics and Spelling in Context:*

Pupils decode, spell, and pronounce increasingly complex adjectives and phrases (nationalities, gender/plural, personality) in full sentences, focusing on J–GE, GI, and Ñ.

- *Independence and Fluency:*

Children regularly build and adapt written and oral character descriptions with a range of adjectives and frequency adverbs. They move beyond sentence frames to fluently connect ideas about nationality, languages, appearance, and personality.

- *Grammar and Structure Mastery:*

Systematic use of gender/plural agreement, adjective positioning, subject/verb matching (tengo/soy/eres), connectors (“y”, “pero”, frequency adverbs), and flexible adaptation in both guided and spontaneous tasks.

- *Integrated Communication:*

Extended peer surveys, presentations, and information exchanges ensure children can describe themselves and others with real-world relevance, practising genuine communication and producing extended, linked language.

- *Cultural Awareness and Purpose:*

Pupils gain understanding of different nationalities, linguistic diversity, and cultural identity through rich, authentic tasks, speeches, and survey-based activities.