

Spanish at Richmond Hill Primary Academy



Below are the Key Strands that our whole school curriculum is designed around. Our languages curriculum supports children to develop Strands 1, 2, and 3 through enabling learners to manipulate language so that they can build their own meaning, sentences and structures independently. It develops pupils to be effective communicators who can confidently use their knowledge and skills to become global citizens and lifelong linguists, with a clear understanding of language and culture.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners
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How Our Spanish Curriculum Has Been Designed

Our Spanish Curriculum has been designed to ensure pupils have regular opportunities to read, write and speak in Spanish. We have taken the learning from Ofsted's 'research and analysis research review series: languages' (2021) into consideration when designing our curriculum. At Richmond Hill Primary Academy we follow the Oak Academy curriculum to teach Spanish in Key Stage 2 which reflects the aims and the purpose of the National Curriculum.

There are 4 aims of the National Curriculum:

1. Understand and respond to spoken and written language from a variety of authentic sources.

Our curriculum focuses on the most frequently used words so that pupils will understand the majority of vocabulary they encounter. They are also taught how to use reference resources to unlock new words. A diverse variety of texts including poetry are used in the curriculum to ensure that pupils are exposed to authentic material to read and understand. Audio files, recorded by native speakers, are provided so that pupils hear authentic language. (Oak Academy)

2. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Pupils are taught the sound-symbol correspondences so that they can pronounce the language confidently. Speaking activities give pupils regular opportunities to use language to communicate with increasing fluency. The 'Questions' thread, through which pupils are challenged to ask and answer questions, maps the progression of this important knowledge across the curriculum. Audio files of native speakers can be used by teachers and pupils to improve their spoken accuracy.

3. Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Our curriculum offers regular opportunities to write. In the early stages pupils write shorter texts with a limited range increasing to writing at length using the wide range of grammatical structures mastered over time.

4. Discover and develop an appreciation of a range of writing in the language studied.

Pupils encounter writing throughout the curriculum in various forms, from short bespoke sentences to poetry and literary texts.

As recommended in the Ofsted subject report, utilising Oak Academy, we prioritise clarity and explicitness in the presentation of new knowledge, and we select vocabulary for frequency and make sure that our teaching materials contain mostly familiar words in bespoke, adapted and authentic texts. There is planned and purposeful progression in the curriculum labelled as 'threads' in the Oak Academy curriculum. It is these threads that link one unit to another, that together build a common body of knowledge over time.

Ofsted reports that there is a, 'significant issue for primary-secondary transition. Many schools do not have conversations about prior learning and attainment. The Language Trends report found that it is very common that language learning in KS3 starts from scratch'. We have considered the Year 7 coverage at the secondary school almost all our pupils attend. Here they focus on:

Greetings

Numbers

Days and months

Opinions

Family

Pets

Countries and nationalities

Physical description

With the introductory stage of language, learning is likely to be slow, beginners are prone to making errors and require lots of effortful practice to acquire the initial language of a curriculum, we can plan that our content is regularly practised and becomes automatic so that cognitive load is reduced and new content can be more easily learned as they transition to KS3.

The Composites of our Curriculum – National Curriculum

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Present ideas and information orally to a range of audiences

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally and in writing

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Component Knowledge

These are the building blocks of the subject which enable the progress that is necessary to achieve the goals of language learning: it is these three things that will enable pupils to learn the language so they can converse fluently, fully explore cultures and increase their economic prospects. Cultural awareness can be more refined with improved linguistic ability.

- The three components are:
 - phonics (and sound-letter correspondences)
 - vocabulary
 - grammar

Vocabulary is an important component of language knowledge. Vocabulary selection is guided by children's interests and word frequency. Highlighting common verbs to allow children to manipulate language. Vocabulary is presented in meaningful contexts. Encouraging active recall and manipulation of language. Language is used, practiced and revisited rather than just learnt about. Practice extends language production. Activities are designed to encourage active recall and sentence creation.

‘Describing People, Places, Things, and Actions’ is woven throughout 8 units, with specific examples in units like:

Unit 1: Describing yourself

Unit 3: Describing pets

Unit 5: Describing monsters

Unit 8: Describing places in town

These units dedicate time to build on descriptive language techniques, using adjectives, applying grammatical agreements and using conjunctions to extend descriptions.

The curriculum systematically approaches the development of procedural and automatized knowledge in language learning. It's not just about learning individual words or grammar rules, but about developing a fluid, adaptive approach to using the Spanish language. Having a focus on the 3 word knowledge components gives breadth of vocabulary (number of words), depth of knowledge and fluency.

Pedagogical Strategies

Spanish is taught for approximately 30 mins per week throughout Key Stage 2. Our curriculum is based on the principles of Language-Driven Pedagogy (LDP). These principles are language-led rather than topic-led, knowledge rich and practise based. Each lesson, within each unit address the 3 pillars in the order they are listed and are planned for. Each lesson explains key learning points, identifies keywords and also plans for common misconceptions.

Listening to spoken language is key for language learning. Our materials include:

- Audio files on each lesson's media page
- Transcripts in the additional materials section

The curriculum emphasizes that language learning should be meaningful and engaging. Cultural exploration is encouraged through various linguistic mediums and music and art can be used to explore emotions, likes, and dislikes. There is an emphasis on real communication and interaction using activities that require information exchange and description.

Each lesson begins with a starter quiz which activates and checks pupils' prior knowledge. The assessment exit quiz then tests pupils' understanding of the key learning points.

Units

<https://www.thenational.academy/teachers/programmes/spanish-primary-ks2/units>

Units	Year 3 Procedural Knowledge	
Así soy yo https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/asi-soy-yo-1dc4/lessons?sid-d7ea22=5X8V1YAHWZ&sm=1&src=3	Lesson 1 Introducing and describing yourself in Spanish	Pupils will learn: saying your name describing yourself ser (soy) simple adjectival agreement (changing o to a or adding a when feminine)
	Lesson 2 Saying your age in Spanish	Pupils will learn: counting to 12 saying your age tener (tengo) Target phrases: Tengo ocho años, Tengo doce años
	Lesson 3 Months of the year in Spanish	Pupils will learn: saying the months review counting to 12
	Lesson 4 Saying the month of your birthday	Pupils will learn saying the month your birthday is in ser (es) Target phrases: Mi cumpleaños es en junio, Mi cumpleaños es en marzo
	Lesson 5 Saying your name, age and birthday in	Pupils will learn saying your name, age and birthday, and describing yourself ser (soy, es) tener (tengo) simple adjectival agreement as above Target phrases: Me llamo Amelia. Tengo nueve años. Mi cumpleaños es el treinta de agosto. Soy baja. Soy galesa.
Donde vives? https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/donde-vives-1dc4/lessons?sid-d7ea22=5X8V1YAHWZ&sm=1&src=3	Lesson 1 Saying your nationality	Pupils will learn recapping saying your name and saying your age saying your nationality tener (tengo)

ks2-l/units/donde-vives-5dc4/lessons?sid-33d75e=X42kkoqy-K&sm=1&src=3		ser (soy) simple adjectival agreement (changing o to a or adding a when feminine) Target phrases: Me llamo Celia, Tengo siete años, Soy española, Soy chilena
	Lesson 2 Saying which country you live in and which language you speak	Pupils will learn recapping saying your nationality saying which country you live in saying which language you speak conjugation regular -IR verb (vivo) conjugation regular -AR verb (hablo) Target phrases: Vivo en España, Hablo español, Vivo en el Reino Unido, Soy británico
	Lesson 3 Saying which language you don't speak, which country you don't live in and which nationality you aren't	Pupils will learn saying which language you don't speak saying which country you don't live in saying which nationality you aren't negative verb forms using no (no hablo, no vivo, no soy) conjugation regular -IR verb (vivo) conjugation regular -AR verb (hablo) ser (soy) Target phrases: No vivo en Honduras, No soy mexicana, No hablo galés
	Lesson 4 Saying where you live, your nationality and which language you speak	Pupils will learn saying your name, your age, your nationality, the country you live in and the language you speak Using negative verb forms to say where you don't live, which nationality you aren't and which language you don't speak negative verb forms using no (no hablo, no vivo, no soy) simple adjectival agreement (changing o to a or adding a when feminine) conjugation regular -IR verb (vivo) Target phrases: Me llamo Ana. Tengo once años. No soy española. Vivo en Bolivia. Soy boliviana. Hablo español. No hablo inglés.

Unit	Year 4 Procedural Knowledge	
Eso, ¿qué es? https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/eso-que-es-e0b8/lessons?sid-6cd7c3=FpXTOWaAZa&sm=1&src=3	Lesson 1 Saying the names of 6 pets	Pupils will learn saying the names of 6 pets masculine and feminine singular nouns indefinite articles (un/una) notion of grammatical gender Target phrases: un gato, una cobaya
	Lesson 2 Saying it is or isn't a certain pet	Pupils will learn recapping gender saying that it is or isn't a certain pet masculine and feminine singular nouns indefinite articles (un/una) negative verb forms using no (no es) Essential additional subject-specific information Target phrases: es un perro, no es una tortuga
	Lesson 3 Describing the pets with some colours	Pupils will learn describing the pets with some colours masculine and feminine singular nouns indefinite articles adjectival position simple adjectival agreement (changing o>a) Target phrases: un gato negro, una cobaya negra, un perro amarillo, una tortuga amarilla
	Lesson 4 Describing pets with more colours and joining descriptions with a conjunction	Pupils will learn describing pets with more colours joining descriptions with a conjunction indefinite articles simple adjectival agreement (adjectives that are the same in masculine and feminine) conjunction (y) Target phrases: un pájaro rosa, una cobaya rosa, un perro verde, una tortuga verde, un gato rojo y verde
	Lesson 5 Creating strange animals and describing them	Pupils will learn creating strange animals and describing them indefinite articles (un/una) adjectival position (after the noun) conjunction (y) ser (es, no es) Target phrases: Es un perro rojo y amarillo, No es una tortuga negra
Me Visto	Lesson 1 Naming items of clothing	Pupils will learn saying some clothes words

https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/me-visto-56c1/lessons?sid-260a3e=f8Gcu7ivwL&sm=1&src=3		<p>indefinite articles (un, una, (unos, unas))</p> <p>masculine and feminine, singular and plural nouns</p> <p>ser (es, no es, son, no son)</p> <p>Target phrases: Es un sombrero, No es una camiseta, Son pantalones, Son zapatillas</p>
	<p>Lesson 2</p> <p>Describing clothes using colours</p>	<p>Pupils will learn</p> <p>describing clothes with colours</p> <p>indefinite articles (un, una, (unos, unas))</p> <p>adjectival agreement (singular and plural)</p> <p>adjectival position (after the noun)</p> <p>ser (es, no es, son, no son)</p> <p>Target phrases: Es un sombrero rojo, No es una camiseta negra, Son calcetines rosas, No son mallas verdes</p>
	<p>Lesson 3</p> <p>Describing clothes with colours, sizes and styles</p>	<p>Pupils will learn</p> <p>describing clothes with colours and sizes or styles</p> <p>indefinite articles (un, una, (unos, unas))</p> <p>adjectival agreement (singular and plural)</p> <p>ser (es, no es, son, no son)</p> <p>conjunction (y)</p> <p>Target phrases: Es un sombrero grande y negro, No es una falda pequeña y roja, Son calcetines pequeños y amarillos, No son mallas rojas y elegantes</p>
	<p>Lesson 4</p> <p>Saying clothes that you have and using a conjunction</p>	<p>Pupils will learn</p> <p>saying clothes that you have</p> <p>joining description with a conjunction</p> <p>indefinite articles (un, una (unos, unas))</p> <p>adjectival agreement (singular and plural)</p> <p>conjunction (y)</p> <p>Target phrases: Tengo un sombrero amarillo y un jersey grande, Tengo unos calcetines rosas y unas zapatillas negras</p>
	<p>Lesson 5</p> <p>Saying which clothes you do or don't have and joining descriptions with a conjunction</p>	<p>Pupils will learn</p> <p>saying clothes that you have and don't have</p> <p>joining description with conjunctions</p> <p>indefinite articles (un, una (unos, unas))</p> <p>tener (tengo, no tengo)</p> <p>conjunctions (y, pero)</p> <p>Target phrases: Tengo un jersey verde y unas mallas rosas pero no tengo una falda roja</p>

Unit	Year 5 Procedural Knowledge	
Describo un Monstruo https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/describo-un-monstruo-1af4/lessons?sid-215f2e=JMUPYJtw8L&sm=1&src=3	Lesson 1 Describing someone else's size and colour	Pupils will learn describing someone else's size and colour ser (es) adjectival agreement (masculine and feminine singular) Target phrases: es rojo, es roja, es grande, es pequeña
	Lesson 2 Naming parts of the head and face	Pupils will learn naming parts of the head and face masculine and feminine, singular and plural nouns definite articles (el, la, los, las) Target phrases: el pelo, la nariz, los ojos, las orejas
	Lesson 3 Describing parts of the head and face with colours and sizes	Pupils will learn describing parts of the head and face with colours and sizes masculine and feminine, singular and plural nouns definite articles (el, la, los, las) adjectival agreement adjectival position Target phrases: el pelo negro, la boca amarilla, los dientes naranjas, las orejas verdes, el cuello largo y azul, la nariz larga y azul, los dientes largos y azules, las orejas largas y azules
	Lesson 4 Describing a monster's head and face and joining descriptions with conjunctions	Pupils will learn describing the parts of a monster's head and face joining descriptions with conjunctions tener (tiene) definite articles (el, la, los, las) conjunctions (y, también) Target phrases: "Tiene el pelo marrón, también tiene los ojos grandes y verdes", "Tiene las orejas cortas y amarillas"
	Lesson 5 Making monster description better using intensifiers	Pupils will learn making description better using intensifiers tener (tiene) ser (es) definite articles (el, la, los, las) intensifiers (muy, bastante) Target phrases: "Es muy grande y azul", "Tiene los ojos amarillos y los dientes largos y marrones. También tiene el pelo rojo y bastante corto"
A comer! https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/a-comer-1af4/lessons?sid-215f2e=JMUPYJtw8L&sm=1&src=3	Lesson 1 Saying some food words and saying you want to have some of these foods	Pupils will learn saying some food words saying you want to have some of these foods

ammes/spanish-primary-ks2-l/units/a-comer-2d09/lessons?sid=99c1bd=FvdfVXuZrY&sm=1&src=3		<p>masculine, feminine, singular and plural nouns</p> <p>definite articles (el, la, los, las)</p> <p>quiero</p> <p>Target phrases: el queso, la sopa, los plátanos, las patatas fritas, Quiero ensalada y manzanas</p>
	<p>Lesson 2</p> <p>Saying you or someone else is hungry, hot and cold</p>	<p>Pupils will learn</p> <p>saying you or someone else is hungry, hot and cold</p> <p>tener (tengo, tiene)</p> <p>tener hambre, tener calor, tener frío</p> <p>quiero, quiere</p> <p>masculine, feminine, singular and plural nouns</p> <p>Target phrases: Tengo hambre, Quiero pan, Tiene calor, Quiere helado, Tiene frío, Quiere sopa</p>
	<p>Lesson 3</p> <p>Giving opinions about singular foods and joining opinions using conjunctions</p>	<p>Pupils will learn</p> <p>giving opinions about singular foods</p> <p>joining opinions using conjunctions</p> <p>definite articles (el, la)</p> <p>(no) me gusta</p> <p>conjunctions (y, también, pero, sin embargo)</p> <p>Target phrases: Me encanta la sopa, Me gusta el queso pero no me gusta la ensalada</p>
	<p>Lesson 4</p> <p>Giving opinions about plural foods and joining opinions using conjunctions</p>	<p>Pupils will learn</p> <p>giving opinions about plural foods</p> <p>joining opinions using conjunctions</p> <p>definite articles (los, las)</p> <p>conjunctions (y, también, pero, sin embargo)</p> <p>Target phrases: Me gustan las manzanas sin embargo odio los plátanos</p>
	<p>Lesson 5</p> <p>Giving someone else's opinion about singular and plural foods and joining opinions using conjunctions</p>	<p>Pupils will learn</p> <p>giving someone else's opinions about singular and plural foods</p> <p>joining opinions using conjunctions</p> <p>definite articles (el, la, los, las)</p> <p>conjunctions (y, también, pero, sin embargo)</p> <p>Target phrases: "Le gusta la ensalada y le encanta el helado", "Le encantan las patatas fritas y le gustan los caramelos"</p>

Unit	Year 6 Procedural Knowledge
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Hago deporte https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/hago-deporte-0121/lessons?sid-2219b1=skdwA6tKf-&sm=1&src=3	Lesson 1 Saying different sports	Pupils will learn saying different sports masculine and feminine nouns definite articles (el, la) Target phrases: el fútbol, el baile, la natación, la gimnasia
	Lesson 2 Saying which sports you play and do, which sports you don't play and do, and joining sentences using conjunctions	Pupils will learn saying which sports you play and do or don't play or do joining sentences using conjunctions definite articles (el, la) conjugation -AR verb jugar (juego) conjunctions (y, también, pero, sin embargo) Target phrases: Juego al fútbol pero no hago natación, No juego al balonmano, No hago baile
	Lesson 3 Giving opinions of different sports and joining opinions using conjunctions	Pupils will learn giving opinions of different sports joining opinions using conjunctions conjunctions (y, también, pero, sin embargo) notion of infinitives (hacer, jugar) definite articles (el, la) Essential additional subject- specific information Target phrases: Me encanta jugar al baloncesto y me gusta hacer ciclismo, Odio jugar al tenis
	Lesson 4 Saying what sports you do in different weathers	Pupils will learn saying what sports you do in different kinds of weather conjugation -AR verb jugar (juego) hacer (hago, hace) a + el conjunctions (y, también, pero, sin embargo) Target phrases: Cuando hace sol, juego al tenis, Cuando llueve, hago natación
	Lesson 5 Saying what kind of clothes you wear to do different sports	Pupils will learn saying what kind of clothes you wear to do different sports conjunctions (y, también, pero, sin embargo) a + el hacer (hago) conjugation -AR verb jugar (juego) and llevar (llevo) Target phrases: "Cuando juego al fútbol, llevo calcetines rojos"
Me pueblo https://www.thenational.academy/teachers/programmes/spanish-primary-ks2-l/units/me-pueblo-0121/lessons?sid-2219b1=skdwA6tKf-&sm=1&src=3	Lesson 1 Saying some places there are in town	Pupils will learn saying some places in town saying what there is in the town hay

ks2-l/units/mi-pueblo-5c2c/lessons?sid-e747b7=FqkzTxIFos&sm=1&src=3		indefinite articles (un/una) conjunctions (y, también) Target phrases: "Hay un cine y un supermercado. También hay una estación"
	Lesson 2 Saying what there is and is not in the town	Pupils will learn saying what there is and is not in the town (no) hay indefinite articles (un/una) conjunctions (y, pero, también, sin embargo) Target phrases: "En mi pueblo hay una escuela y un hospital pero no hay un parque", "En mi pueblo hay cinco tiendas sin embargo no hay un cine"
	Lesson 3 Saying where in town you are going to and what transport you are taking there	Pupils will learn saying where in town you are going to saying what transport you are taking to a place ir (voy) definite articles (el, la) en / a + transport Target phrases: Voy al supermercado en coche, Voy a la estación a pie, Voy a la escuela en bic
	Lesson 4 Giving opinions of the town and explaining those opinions	Pupils will learn giving opinions of the town explaining the opinions (no) me gusta intensifiers (muy, bastante) conjunctions (y, pero, también, sin embargo, porque) Target phrases: "Me gusta mi pueblo porque es tranquilo y bastante limpio, y no es muy grande"
	Lesson 5 Describing the places in town	Pupils will learn describing the places in town conjunctions (y, pero, también, sin embargo, porque) intensifiers (muy bastante) ser (es, no es) definite articles (el, la) Target phrases: "La escuela es moderna y limpia", "El cine es grande pero no es bonito"

Automised Knowledge Skill Development Approach

Children learn to:

- Deal with unfamiliar language
- Remember words
- Develop resilience

- Develop resourcefulness
- Create new ways of thinking

Practice and Automatization Strategies

- Frequent revisiting of knowledge
- Systematic integration of learning
- Activities designed to compel thinking
- Practice extending to active language production

Cognitive Development

- Activities targeted to developing cognition
- Encouraging close attention to language meaning and form
- Motivating learning through success and thinking

Lesson Greeting Routines

- Systematic inclusion of greetings at lesson start and end
- Interaction using "¿qué tal?"
- Ability to pick up and revisit questions from previous units

Phonetic Automatisatión

Phonics to be automatically recognized and applied:

- Vowel sounds
- Specific consonant sounds:
 - j/gi
 - r/rr
 - ñ
 - ll
 - qu
 - ce/ci/z
 - b/v
 - silent h

Linguistic Pattern Recognition

- Recognizing grammatical gender
- Understanding noun-adjective relationships
- Automatic application of verb conjugation rules