



# St Jude's Catholic Primary School

## Units 1-4 - Skills, Knowledge & Grammar

### Listening

- Pos1 Listen attentively to simple spoken language and show understanding by joining in and responding.
- Pos8 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

### Speaking

- Pos4 Speak in sentences, using familiar vocabulary, phrases, and basic language structures.
- Pos5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Pos6 Present ideas and information orally to a range of audiences.
- Pos8 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

### Reading

- Pos7 Read carefully and show understanding of words, phrases, and simple writing
- Pos9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (if school has Spanish dictionaries)

## Writing

- Pos10 Write phrases from memory and adapt these to create new sentences, to express ideas clearly.

## Grammar

Understand basic grammar appropriate to the language being studied:

- Using question forms.
- Vowel sounds and ñ.
- Ordinal numbers in the date: in Spanish, nd/st/rd/th do not exist.
- Definite and Indefinite articles.
- Plurals of nouns.
- Begin to notice patterns in the language. (adjectival agreement)
- Feminine and masculine forms.
- Months of the year do not have a capital letter in Spanish.
- Introduction of the conjugation of parts 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.

## Units 5-7 - Skills, Knowledge & Grammar

### Listening

- Pos1 Listen attentively to simple spoken language and show understanding by joining in and responding.
- Pos8 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

### Speaking

- Pos3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Pos4 Speak in sentences, using familiar vocabulary, phrases, and basic language structures.
- Pos5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud Pos11 describe people, places, things, and actions orally and in writing.
- Pos8 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Pos11 Describe people, places, things, and actions orally and in writing

### Reading

- Pos7 Read carefully and show understanding of words, phrases, and simple writing
- Pos9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (if school has Spanish dictionaries)

### Writing

- Pos10 Write phrases from memory and adapt these to create new sentences, to express ideas clearly.

- Pos11 Describe people, places, things, and actions orally and in writing

### Grammar

Understand basic grammar appropriate to the language being studied:

- Masculine (el) and feminine (la) nouns.
- Recognising adjectives follow nouns and start to recognise adjectives change their spellings in certain cases.
- Using plurals of fruit and vegetables.
- Using : The construction me gustan to say I like... and the negative form no me gustan...
- Understanding the difference between Me gusta (I like it) and me gustan (I like them).
- Gustar - changing the personal pronoun according to the subject of the sentence in English e.g. me gusta (I like it), te gusta (you like it)
- Noticing patterns in more complex sentences.
- Making links between spoken and written language.
- Understanding that there are different ways to say 'you' depending on the person to whom you are talking
- Verbs - in Spanish verbs always end in either ar, er or ir.
- Connective - pero (but). Not to be confused with perro (dog)
- Polite form (usted) and familiar form (tú) of tener. Tú is used when you are speaking to someone you know well, such as a friend or a member of your family, or to someone younger than you. Usted is used in more formal situations, when speaking to someone older than you, or someone you don't know or someone in authority.
- Asking and answering questions.

## Units 8-9 - Skills, Knowledge & Grammar

### Listening

- Pos1 Listen attentively to simple spoken language and show understanding by joining in and responding.
- Pos8 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

### Speaking

- Pos2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Pos3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Pos4 Speak in sentences, using familiar vocabulary, phrases, and basic language structures.
- Pos5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Pos6 Present ideas and information orally to a range of audiences

### Reading

- Pos7 Read carefully and show understanding of words, phrases, and simple writing
- Pos9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary (if school has Spanish dictionaries)

### Writing

- Pos10 Write phrases from memory and adapt these to create new sentences, to express ideas clearly.

- Pos12 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction of high - frequency verbs; key features and patterns of the language; how to apply these, for instance how to build sentences; and how these differ from or are similar to English.

### Grammar

- Understand basic grammar appropriate to the language being studied:
- Negative - no me gusta presents the negative form children encountered in Unit 6 and 7.
- Note that numbers 16 to 29 are one word and the y changes to an i e.g. veinticuatro (24). From 31 onwards numbers are three separate words e.g. treinta y dos (32).
- Imperative or command form in the plural (vosotros) and the singular (tú) form (eg: mirad / mira).
- Gender - masculine nouns (el / un) and feminine nouns (la / una)
- Adjectival agreement - adjectives do not change their spelling when describing a masculine noun (el / un). However, when describing a feminine noun (la / una), the o changes to -a.
- Spanish has two verbs 'to be'. Es means 'is' when you are describing someone e.g. El príncipe es guapo. Está is used for 'is' when you are saying where someone or something is located e.g. Aquí está el príncipe.
- Connectives - y (and). E.g.: la bella es baja y guapa.
- Verbs - third person singular of ser (es - is, for describing permanent characteristics) and estar (está - is, for describing position)
- Adjectives, adjectival position (adjective comes after the noun) and adjectival agreement - la princesa es guapa, la bruja malvada.

## Units 11-13 & Transition - Skills, Knowledge & Grammar

### Listening

- Pos1 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Pos8 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

### Speaking

- Pos2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Pos3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Pos4 Speak in sentences, using familiar vocabulary, phrases, and basic language structures.
- Pos5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Pos6 Present ideas and information orally to a range of audiences.
- Pos11 Describe people, places, things, and actions orally and in writing.

### Reading

- Pos 7 Read carefully and show understanding of words, phrases, and simple writing.
- Pos 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (if school has Spanish dictionaries)

### Writing

- Pos10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Pos11 Describe people, places, things, and actions orally and in writing.

- Pos12 Understand basic grammar appropriate to the topic being studied, including feminine and masculine forms, adjectival agreement, recognition 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.

### Grammar

- Understand basic grammar appropriate to the language being studied:
- Capitalisation - days of the week are not capitalised.
- Note that when saying 'on' with a particular day ('on Monday') this is translated as El ... but if it is a regular action, in the sense of 'on Mondays' it is plural: los lunes e.g. Los lunes me gusta... On Mondays I like to...
- Answering questions - ¿quién es?
- Verb + adjective - es lento, rápido, fuerte, grande, pequeño
- Asking questions, ¿Qué animal es?
- Forming comparatives - más + adjective or adverb
- Asking & telling the time - The question -¿Qué hora es? literally translates as 'What hour is it?' The response es ... la una literally translates as 'It is the one', in which una refers to hora, meaning hour. From two o'clock onwards the form is son las dos, etc. meaning 'they are the two.' Because hora is a feminine word, we use la una rather than el uno.
- Asking questions - ¿Cómo es el elefante? ¿Qué animal es? ¿Dónde vive el león?
- Introduction of the present tense of regular verbs and explanation of non-use of personal pronouns in Spanish with verbs.