

Languages

Knowledge and Skills Sequencing Document

Languages National Curriculum Aims:

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- 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
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

	Languages
<p>Intent</p>	<p>To experience other cultures and languages and learn new ways of thinking about language.</p> <p>High-quality languages education fosters pupils' curiosity and deepens their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read simple text for a purpose. Language teaching provides the foundation for learning further languages at Key Stage 3.</p>

Language Skills	The Big Language Ideas
Phonology	To explore the patterns and sounds of language and link the spelling, sound and meaning of words. Understand and communicate using knowledge of phonology.
Oracy	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Grammar	To understand basic grammar appropriate to the language being studied. Understand key features and patterns of the language. To understand: feminine and masculine forms and the conjugation of high frequency verbs. To know how to apply the basic grammar they have learnt, for instance, to form sentences when speaking and writing. To know how these patterns and grammar differ from or are similar to English.
Intercultural understanding	Foster pupils' curiosity and deepen their understanding of the world. To learn new ways of thinking and read great literature in the original language. Understand and respond to spoken and written language from a variety of authentic sources. Discover and develop an appreciation of a range of writing in the language studied.

	Languages
Knowledge Threads	The areas of learning in Languages are sequenced and linked through the study of the different learning journeys
All About Me	Me, Hair/ Eye colour, Age, Birthday, Greetings, Family, Friends, Pets, hobbies, Sports, Favourite Colours, Favourite food, Ambitions for the future, Places you would like to live, Possible future jobs
Environment & Community	Classroom items, Areas of the school, School subjects, Colour/Quantity of classroom items, School timetable, Places to visit (locally, Wider City and European countries), Number and Currency, Colour of flags, Spanish speaking countries (Spain and Latin America), Points of the compass, Directions
Culture & ways of life	Spanish school day, Spanish dishes, Spanish holidays, Spanish Artists and their work, Latin American notable people, Traditions and Celebrations
Child Initiated	There must be enough scope in the medium term planning to allow children's interests and enquiry to be explored although all knowledge threads and language skills are covered.

	Languages Knowledge Progression					
Knowledge Threads	Across every year group the following knowledge threads will be explored through: Phonology, Oracy, Grammar and Intercultural understanding					
Year Grp.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	All about me <ul style="list-style-type: none"> - Greetings & feelings - My name & age - Numbers (1-10) - Alphabet 	All about me <ul style="list-style-type: none"> - Months - Numbers up to 31 - Birthdays - Siblings 	Environment & Community <ul style="list-style-type: none"> - Classroom items - Describing colour - Days of the week 	Environment & Community <ul style="list-style-type: none"> - School subjects - Weekly timetable - Places around school 	Culture & Ways of life Mexico <ul style="list-style-type: none"> - Mexico: location, faith - Clothes - Traditional Mexican clothes 	Culture & Ways of life Mexico <ul style="list-style-type: none"> - Mexican food & drink - Mexican festivals - Mexican music
Y4	All about me <ul style="list-style-type: none"> - <i>Revise: Introducing myself</i> - Introducing siblings (name, age) 	All about me <ul style="list-style-type: none"> - Family members - Describing personality (self and family) - Describing pets (colours) 	Environment & Community <ul style="list-style-type: none"> - Classroom items (colour, quantity) - School subjects (likes) - <i>Revise: Places in school</i> 	Environment & Community <ul style="list-style-type: none"> - Places in town - European countries (nationalities, languages) - Flags (describe colours) 	Culture & Ways of life Spain <ul style="list-style-type: none"> - Spain: location, faith - Spanish festivals - Spanish food & drink 	Culture & Ways of life Spain <ul style="list-style-type: none"> - Spanish music - Spanish artists - Describing appearance (eyes, hair, face) – Picasso
Y5	All about me <ul style="list-style-type: none"> - Describing pets (colours with quantities) - Hobbies/leisure - <i>Revise: Expressing preferences</i> 	All about me <ul style="list-style-type: none"> - Sports - Food and drink - Justifying preferences 	Environment & Community <ul style="list-style-type: none"> - <i>Revise: School subjects</i> - Justifying preferences - Time (o'clock) 	Environment & Community <ul style="list-style-type: none"> - <i>Revise: Places in town; Countries</i> - Directions around town - Points on a compass 	Culture & Ways of life Colombia <ul style="list-style-type: none"> - Colombia: location, faith (<i>compass points</i>) - Description of Encanto family (ages up to 100; hair & eyes) 	Culture & Ways of life Colombia <ul style="list-style-type: none"> - Weather - Colombian food & drink - Colombian festivals
Y6	All about me <ul style="list-style-type: none"> - <i>Revise: Hobbies, Sports; justifying preferences</i> - Jobs (& family members) 	All about me <ul style="list-style-type: none"> - Ambitions for the future (studies, jobs) - Where they would live (countries) 	Environment & Community <ul style="list-style-type: none"> - <i>Revise: Places in town; Days; Sports/Hobbies</i> - Time (half past) - Making social arrangements 	Environment & Community <ul style="list-style-type: none"> - <i>Revise: numbers 1-100</i> - Units of measure - To buy groceries (quantity/currency) 	Culture & Ways of life Cuba <ul style="list-style-type: none"> - Cuba: location (<i>compass points</i>) - <i>Revise: Clothes & colours</i> - Traditional Cuban clothes 	Culture & Ways of life Cuba <ul style="list-style-type: none"> - Cuban food & drink - Cuban festivals - Cuban arts

Year 4		
<i>Autumn Term</i>	All About Me	Key Vocabulary
<p>Previous Links:</p> <p>Y3: All About Me</p> <ul style="list-style-type: none"> - Greetings (Hello, how are you?) - Introducing self (Name, age) - Numbers (1-31) - Alphabet - Birthdays (day and Month) - Family (Siblings) 	<p>Pupils learn:</p> <ul style="list-style-type: none"> - Introducing siblings (name, age) - Family members - Describing personality (self and family) - Describing pets (colours) 	<p>se llama.... / Tiene ... años.</p> <p>amigo/amiga, madre/padre, primo/prima, tío/tía, abuelo/ abuela</p> <p>deportivo/a, tranquilo/a, simpático/a, inteligente, tranquilo/a, creativo/a, hablador(a), divertido/a</p> <p>pequeño/a, alto/a, blanco/a, rojo/a, rosa, violeta, naranja, azul, verde, amarillo/a, gris, marrón, negro/a</p>
Skills		
Phonology	<p>Revise graphemes: <i>ll, c, y, ñ, e, i, ó, j</i>, silent <i>h</i>, and introduce new graphemes <i>g</i></p> <p>Apply phonics knowledge to recognise most phonemes and graphemes</p>	
Oracy	<p>Communicate with others using simple words, phrases and short sentences:</p> <p>How old is your (sister)? - <i>¿Cuántos años tiene tu (hermana)?</i> My (sister) is (ten) years old – <i>Mi (hermana) tiene (diez) años</i></p> <p>What is your (mother's) name? - <i>¿Cómo se llama tu (madre)?</i> My (mother's) name is... - <i>Mi (madre) se llama...</i></p> <p>What is your (brother) like? - <i>¿Cómo es tu (hermano)?</i> My (brother) is (calm)... - <i>Mi (hermano) es (tranquilo)</i></p> <p>Do you have a pet? - <i>¿Tienes mascotas?</i> I have a brown dog – <i>Tengo un perro marrón.</i> I have no pets – <i>No tengo mascotas.</i></p>	
Grammar	<p>Write familiar words, phrases and short sentences using a model (see oracy).</p> <p>Begin to recognise and apply some simple grammar patterns such as:</p> <p>1st and 3rd person forms of <i>tener</i> (to have) – <i>tengo/tiene, se llamar</i> (to be called) – <i>me llamo/se llama, ser</i> (to be) – <i>soy/es</i></p> <p>Masculine/feminine forms of different adjectives (gender) and word order (adjective after noun)</p>	
Culture	<p>Discover and develop an appreciation of the language studied</p> <ul style="list-style-type: none"> - Do you speak another language? - Can you identify any similarities or differences to your spoken language? <p>- Formal and informal greetings and terms of address: <i>Señora/Señorita, Chao/Adiós, Don/Doña</i></p>	
Child initiated	Asking questions and encouraging children to find links	

Year 6		
<u>Autumn Term</u>	All about me	Key Vocabulary
Previous links: <ul style="list-style-type: none"> - Hobbies and leisure activities - School subjects - Sports - Expressing preferences - Giving reasons (adjectives) 	Pupils revise: <ul style="list-style-type: none"> - Hobbies and leisure activities - School subjects - Sports - Expressing preferences and giving reasons Pupils learn: <ul style="list-style-type: none"> - Ambitions for the future (studies, jobs) - Where they would live (Countries) 	en el futuro me gustaría ser estudiar, universidad, estudiante, profesor/profesora, chef, bombero, atleta, jugador de (baloncesto/futbol/tenis), estilista me gustaría vivir en Europa, Sur América, Asia, África Countries (see Year 4, Spring Term)
Skills		
Phonology	Apply phonics knowledge to read short texts which contain some unfamiliar words	
Oracy	Express feelings, opinions, and ideas using wider range of language Use the language confidently and in a clear, audible voice to give prepared presentations Where would you like to live in the future? <i>¿Dónde te gustaría vivir en el futuro?</i> In the future, I would like to live in (the USA) - <i>En el futuro, me gustaría vivir en (los Estados Unidos)</i> What would you like to be in the future? <i>¿Qué te gustaría ser en el futuro?</i> I want to be (an athlete) - <i>Me gustaría ser (atleta)</i> Because I am (sporty) - <i>porque soy (deportivo/deportiva)</i> Because I like/love (PE) – <i>porque me gusta/encanta (el deporte)...</i>	
Grammar	Understand longer and more complex phrases or sentences Understand the main points and some detail from short written passages made up of familiar language Recognise/apply more grammar patterns, including simple high-frequency verb patterns in more than one tense, i.e. <i>me gusta</i> – I like (present), <i>me gustaría</i> – I would like (conditional) Write sentences and short texts on a wider range of topics using a model and appropriate text conventions	
Culture	Describe some similarities and differences between countries and communities e.g: comparing gender neutral nouns for jobs in English (teacher), gender specific nouns for jobs (profesor/profesora)	
Child initiated	Asking questions and encouraging children to find links Use a dictionary to look up new words, e.g. jobs and countries	