



Modern Foreign Languages (Spanish)

Bowling Park Primary School

The teaching of Spanish at Bowling Park centres around the three pillars of language learning. All three of these are interwoven into each unit to ensure that children always have the opportunity to develop and deepen their learning.

Phonics	Vocabulary	Grammar
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The teaching of Spanish using Language Angels is fully aligned to the National Curriculum and ensures coverage of the 12 PoS attainment targets.

All of the teaching units enable children to return to prior knowledge, develop and deepen this through repetition and access to the three pillars of learning.



## Curriculum coverage map: Three-year plan

<b>Academic year one: 2023/2024</b>				
<b>Key:</b> E = Early language    I = Intermediate    P = Progressive				
	Year Three	Year Four	Year Five	Year Six
<b>A1</b>	Phonetics 1 I am learning spanish (E)	Phonetics 1-2 Fruits (E)	Phonetics 1-3 Seasons (E)	Phonetics 1-3 Presenting myself (I)
<b>A2</b>	Animals (E)	I know how (E)	Ice-creams (E)	My family (I)
<b>SP1</b>	Instruments (E)	Vegetables (E)	Presenting myself (I)	The date (I)
<b>SP2</b>	I know how (E)	Presenting myself (I)	My family (I)	Do you have a pet? (I)
<b>SU1</b>	Fruits (E)	In the classroom (I)	At the cafe (I)	My home (I)
<b>SU2</b>	Ice-creams (E)	At the cafe (I)	My home (I)	Clothes (I)

## Academic year two: 2024/2025

**Key:**

E = Early language    I = Intermediate    P = Progressive

	Year Three	Year Four	Year Five	Year Six
<b>A1</b>	Phonetics 1 I am learning spanish (E)	Phonetics 1-2 Seasons (E)	Phonetics 1-3 My family (I)	Phonetics 1-3 The date (I)
<b>A2</b>	Animals (E)	Vegetables (E)	The date (I)	Do you have a pet? (I)
<b>SP1</b>	Instruments (E)	Presenting myself (I)	What is the weather? (I)	Clothes (I)
<b>SP2</b>	I know how (E)	My family (I)	Do you have a pet? (I)	At school (P)
<b>SU1</b>	Fruits (E)	In the classroom (I)	My home (I)	At the weekend (P)
<b>SU2</b>	Ice-creams (E)	At the cafe (I)	Habitats (I)	Me in the world (P)

## Academic year three: 2025/2026

**Key:**

E = Early language    I = Intermediate    P = Progressive

	Year Three	Year Four	Year Five	Year Six
<b>A1</b>	Phonetics 1 I am learning spanish (E)	Phonetics 1-2 Presenting myself (I)	Phonetics 1-3 Do you have a pet? (I)	Phonetics 1-3 At school (P)
<b>A2</b>	Animals (E)	My family (I)	The date (I)	Healthy lifestyle (P)
<b>SP1</b>	Instruments (E)	Habitats (I)	My home (I)	At the weekend (P)
<b>SP2</b>	I know how (E)	In the classroom (I)	Clothes (I)	Habitats (P)
<b>SU1</b>	Fruits (E) or Vegetables (E)	At the cafe (I)	The Olympics (I)	Planets (P)
<b>SU2</b>	Ice-creams (E)	What is the weather? (I)	Habitats (I)	Me in the world (P)

## Knowledge and Skills Progression Map

	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
<b>Speaking</b>	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
<b>Reading</b>	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries

<p><b>Writing</b></p>	<p>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>
<p><b>Grammar</b></p>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>