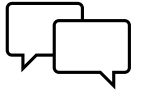


Spanish (MFL) at Holy Trinity CE Primary

“The limits of my language mean the limits of my world.” *Ludwig Wittgenstein*

Our curriculum **intent for Spanish** is that every child will:



- Understand and speak some Spanish with accurate pronunciation and intonation.
- Inspire our pupils to embrace and celebrate diversity.
- Envision a world in which they can live in harmony with other cultures, creating inquisitive, tolerant and understanding minds of the future.
- Inspire confidence in their language and communication skills, learning collaboratively with one another.
- Enrich our pupils' experiences and broaden their knowledge and understanding of the world around them, and their place in it.

In Holy Trinity, we believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. The study of a language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. We believe our children gain an insight into how other people around the world live, including their celebrations, traditional food and music amongst other things. As they learn, children will nurture a growing appreciation of other cultures and a natural curiosity for the world around them.

Implementation of the Spanish Curriculum at Holy Trinity

The Curriculum follows the Lightbulb Languages scheme of work for KS2. Spanish is taught weekly by a Specialist Teacher to provide high quality Spanish lessons that are engaging and fun.

The Impact of the Spanish Curriculum at Holy Trinity

The impact of this curriculum design will lead to confident children and instil a love of language learning to prepare children for their future learning at secondary school and open up a deeper understanding of cultures across the world.

How does Spanish fit into our School Vision?



MFL links/actions:

- we ensure a specialist is delivering high quality teaching
 - we provide children with the opportunity to share their language learning with others
 - we gain an insight to a culture beyond the language
 - we provide the opportunity to experience different staff and teaching styles
-
- we provide the opportunity for the staff to learn a new language (CPD)
 - we ensure resources and support materials are available
 - we encourage staff to support one another with high quality learning and teaching
 - Explore ways that technology can reduce staff workload and enhance efficient working
-
- Ensure pupils have access to high quality teaching
 - Ensure pupils have access to high quality learning resources
 - Ensure pupils have access to a secure, safe internet that allows them to access information they need to support their learning but in a very controlled, safe environment
 - Be aware of new technologies that would engage and inspire pupils
 - Research apps to install to support learning
-
- we provide a local Spanish speaking teacher to work with the children
 - Link with Charters and The Marist to enquire about support from students/with resources and learning
 - Forge links with the church and perform carols and festivals in Spanish
 - we provide children with a language they can use in the local and world-wide community

Holy Trinity CE Primary Spanish overview

	Autumn	Spring	Summer
	<u>Year 3 Spanish Knowledge Organisers</u>		
Year 3	MEETING AND GREETING ¡Hola ! ¿ Qué tal ? End Task: written conversation and share orally Pupils will know: • how to greet and say goodbye to another person appropriately • how to say what their name is • how to ask someone else what their name is Key Vocabulary: • hola • buenos días • buenas tardes • buenas noches • adiós • hasta luego • me llamo • ¿cómo te llamas? Key Grammar: • 1st person me llamo vs 2nd person te llamas Phonics: • silent h (hola) ll = y (llamo / llamas) a o ñ (español) Culture: • Spanish first names • Customs of meeting and greeting someone • Spanish as a language descended from Latin	COLOURS Los Colores End Task: After lots of online activities and colouring sheets where they follow instructions they write short sentences about what colour an object is. Pupils will know: • How to say 12 colours in Spanish • How to respond to the question ¿Es de qué color? • How to use the soy, eres and es forms of the verb ser (to be) • How to describe something with colour simply by using de color + colour Key Vocabulary: Colours: • Rojo • azul • verde • Amarillo • Blanco • Color • Negro • Rosa • Violeta • Naranja • Marron • Gris • Multicolor • Verbs: soy, eres, es • De • Qué • Key Grammar: • 1st, 2nd and 3rd persons singular of ser	MY FAMILY AND ME Mi familia y yo End Task: create a book about their family Pupils will know: • how to say and understand family words • how to adapt previously learned gender rules to new family words • How to say the name of a family member • How to say the age of a younger member of the family Key Vocabulary: • madre • padre • hermano • hermana • abuelo • abuela • tío • tía • primo • prima • amigo • amiga • bisabuelo • bisabuela • tatarabuelo • tatarabuela • tío abuelo • tía abuela • familia • ¿cómo?

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

MFL (Spanish) at Holy Trinity CE Primary School

SAYING HOW YOU FEEL ¡ Hola ! ¿ Qué tal ?

End Task: written conversation and share orally

Pupils will know:

- how to say how they feel
- How to ask someone else how they feel

Key Vocabulary:

- ¿qué tal?
- Estupendo
- muy bien
- bien
- regular
- mal
- gracias

Phonics:

e i u qu = k

NUMBERS Vamos a contar

End Task: songs, quizzes, speaking games

Pupils will know:

- how to count from 0 to 15

Key Vocabulary:

- cero
- uno (un/una)
- dos
- tres
- cuatro
- cinco
- seis
- ocho
- nueve
- diez

Phonics:

- J
- z

SCHOOL EQUIPMENT En mi estuche

End Task: draw their pencil case and write about it.

Pupils will know:

- how to say and understand 6 classroom items
- how to say yes and no
- how to identify the gender of a noun ending in o or a
- how to identify the gender of a noun according to its indefinite article un or una
- how to use a bilingual dictionary to discover gender and meaning

Key Vocabulary:

- lápiz
- bolígrafo
- regla
- sacapuntas
- sí
- goma
- no
- estuche
- un
- una
- verbs: veo, vez

Key Grammar:

- gender of singular nouns
- singular indefinite articles

Phonics:

- u
- z
- vs
- b

- ¿cuántos?
- mi
- (numbers from previous unit)
- Verbs: me llamo se llama tengo tiene

Key Grammar:

- 1st and 3rd person of tener (tengo... años / tiene ... años)
- 1st and 3rd person of llamarse (me llamo / se llama)
- possessive adjective mi

Phonics:

silent h ll = y ñ

Culture:

- Spanish royal family
- Día de los Muertos (Coco)
- Spanish names

PETS

End Task: pets included in their family book

Pupils will know:

- how to say and understand some pets words
- how to formulate sentences to say pets' names and ages
- the rules for making nouns plural
- how to say they have a certain number of pets
- how to say they don't have a certain pet

Key Vocabulary:

- gato
- perro
- conejo
- cobaya
- tortuga
- ratón
- año
- hamster
- pez

• once • doce • trece más • catorce • quince • mas • menos • tengo/tienes/tiene • qué • número Key Grammar: • tengo / tienes / tiene (persons 1,2,3 of tener to have) Phonics: ce / ci / z = th b / v = b cu = kw SAYING YOUR AGE Vamos a contar End Task: conversation Pupils will know: • how to ask someone how old they are • How to say how old they are Key Vocabulary: • (see numbers vocab above) • cuántos • años Key Grammar: • (see numbers unit above) Phonics: • ce / ci / z = th b / v = b cu = kw ñ		• ¿cómo? • pájaro • verbs: se llama(n), tengo, tienes, tiene, tienen Key Grammar: • gender • rules for making nouns plural • 3rd person singular of llamarse and tener to talk about a pet • 3rd person plural forms of llamarse and tener to talk about plural pets Phonics: Z, j, ll Culture: FLAGS mi bandera End Task: design and describe their own flag Pupils will know: • how to describe flags using adjectives of colour • how to describe flags using shapes Key Vocabulary: • bandera • escudo • círculo • cruz • franja • estrella • numbers vocab from previous unit • colours vocab from previous unit Key Grammar: • Making the plural form of nouns • Adjectival agreement (feminine singular, describing bandera) • Conjunction y
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Phonics:

j, c, ai

Culture:

Flags of Spanish-speaking countries and others

Year 4 Spanish Knowledge Organisers

Year 4	<u>Year 4 Spanish Knowledge Organisers</u>		
	IN THE PARK En el parque de animales End Task: design and write about their own park Pupils will know: • How to count from 1 to 39 • numbers 16-39 and use them out of sequence • how to work out the plural form of nouns • how to say how many of something there is using 'hay' and numbers to 39 Key Vocabulary: Numbers: • dieciséis • diecisiete • dieciocho • diecinueve • veinte • veintiuno • veintidós • número • veintitrés • veinticuatro • veinticinco • veintiséis • veintisiete • veintiocho • veintinueve • treinta animals: • jirafa • oso pardo • mono • llama • elefante	ARE YOU HUNGRY? ¿ Tienes hambre ? End Task: build up their sentences orally and in written form to say " I am hungry/thirsty, I would like to eat/drink a". They then change the pronoun to he and she. Pupils will know: • How to say and understand the names of some singular food and drinks words in Spanish • How to use and understand the difference between the singular indefinite and definite articles • How to give their opinions of singular food and drinks using me encanta, (no) me gusta and odio • How to say they or someone else are hungry and thirsty • How to say they or someone else want to eat or drink Key Vocabulary: • Verbs: tengo, tienes, tiene, me gusta, no me gusta, me encanta, odio, hambre, ¿te gusta?, quiero, quieres, quiere, comer, beber Food/drink: • Berro • Judías • Chocolate • Sopa • Queso • Pollo • Jamón • yogur • pescado • zumo	WEATHER ¿ Qué tiempo hace ? End Task: they become weather forecasters and use a map they have completed to describe the weather to the class. Pupils will know: • How to say 10 weather phrases in Spanish • How to express their opinions of the weather using weather nouns • How to say what the weather is like in different parts of a country, using compass points • How to say what the weather is like in different towns or cities in Spain Key Vocabulary: • hace calor • en • norte • hace frío • sur • hace viento • el • este • hace sol • la • oeste • llueve • las • nieva • hiela • qué • hay tormenta • tiempo

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

MFL (Spanish) at Holy Trinity CE Primary School

• avestruz • bisonte • caballo • cebra • gorilla • animal • hipopótamo • león • cocodrilo • flamenco • cerdo • ratón Key Grammar: • Conjunction y for joining tens and 1s from 31 to 99 • Making plurals of nouns • Using hay • Revising the gender of nouns Phonics: v, ci, i Culture: • Parque de la Naturaleza de Cabárceno, near Santander (https://www.parquedecabarceno.com/inicio) • Spanish native animals WHAT'S THE DATE ¿A qué fecha estamos ? End Task: this forms the basis of the children writing the date in Spanish each week. Pupils will know: • How to say the 12 months of the year in Spanish • How to say the date of their birthday using a number and a month • How to say the birthday of a 3rd person, e.g. family member • How to say the date of some popular Spanish fiestas and saints' days • How to say and understand the days of the week	• helado • coca-cola • limonada • pizza • leche • plátanos • naranjas • pepinos • manzanas • tomates • lechugas • caramelos • zanahorias • peras • patatas fritas • fresas • piruletas • ciruelas Key Grammar: • Expressions with tener (tengo hambre/ tengo sed) • Querer + infinitive • Notion of gender • Definite articles el / la • Opinions of singular and plural foods • Conjunctions y, pero, sin embargo Phonics: Qu, h, z ci / z j a h qu	• hay niebla • está nublado • calor • tengo calor • frío • tengo frío • viento • sol • lluvia • nieve • hielo • tormentas • niebla • nubes Key Grammar: • Expressions with tener (tengo calor/frío) • Notion of gender • Notion of number (singular/plural) • Definite articles Phonics: h ce v ie Culture: Geography, towns and cities of Spain
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- How to join in with the repeated sections of La Oruga muy hambrienta
- How to use a dictionary to find nouns
- How to form the plural of nouns
- **How to say and write the date in Spanish**

Key Vocabulary:

Months of the year:

- Enero
- Febrero
- Marzo
- Abril
- Mayo
- ¿Cuándo?
- Junio
- Julio
- Agosto
- Septiembre
- Octubre
- Noviembre
- Diciembre
- Cumpleaños
- Mes
- Día

Days of the week:

- Lunes
- Martes
- Miércoles
- Jueves
- Viernes
- Sábado
- Domingo

Key Grammar:

- Possessive adjectives mi, tu, su
- Genitive form el/la...de...

Phonics:

j ñ

Culture:

Saints' days

Dates of popular fiestas

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

MFL (Spanish) at Holy Trinity CE Primary School

Year 5 Spanish Knowledge Organisers

Year 5	<u>Year 5 Spanish Knowledge Organisers</u>		
	BIG NUMBERS Números grandes	LET'S DESCRIBE OURSELVES ¡ Describimos !	TIME ¿ Qué hora es ?
	End Task: this is more of a prep topic for the planets learning where they have to analyse data . They learn about Spanish money as well. Pupils will know: • How to say and understand numbers up to 100 • How to say and understand the 100s up to 100 • How to put together three and four figure numbers • How to put together prices in Euros and cents Key Vocabulary: • cuarenta • cincuenta • sesenta • setenta • ochenta • noventa • cien(to) • doscientos • trescientos • cuatrocientos • quinientos • seiscientos • setecientos • ochocientos	End Task: they finish the topic by writing a paragraph about themselves and other people. Lot of adjectival agreements. Pupils will know: • How to agree adjectives with feminine singular nouns • How to describe themselves and a third person using ser and adjectives • How to say and understand some parts of the head and face • How to describe the parts of the head and face with adjectives of colour • How to describe using correct word order and adjectival agreement • How to form the plural of nouns • How to say and understand the words for parts of the body • How to describe the body of a strange animal using the structure el (body part) de un(a) (animal) • How to identify cognates Key Vocabulary: • soy • Alto • Eres • Bajo • Es • Divertido	End Task: produce some sentences using verbs and time eg I watch the tv at 6pm , I go to bed at 7:30 etc. This introduces them to verb conjugation ready for year 6. Pupils will know: • How to say and write the time on the hour • How to say and write the time on the half and quarter hours • How to ask what the time is Key Vocabulary: <i>Previous learning: Numbers vocab from Y3 unit</i> • mediodía • medianoche • cuarto • media • hora Key Grammar: • Use of ser for telling the time Phonics: z / ce / ci h cua Culture: Time zones in other Spanish-speaking countries

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

MFL (Spanish) at Holy Trinity CE Primary School

• novcientos • mil • euro • céntimo Key Grammar: • Plural form of nouns (Euros / céntimos) Phonics: ci / ce i qu v Culture: • Currency used in Spain • Geography of Spain and the distance between cities PLANETS Los Planetas End Task: build up their sentences to finally be able to describe a planet using adjectives, distance from the sun and other characteristics. Pupils will know: • Names of the planets in the right order • How to describe the size, temperature, speed and colour of the planets • How to say how near to or far from the sun the planets are • How to decipher large numbers Key Vocabulary: Planets: • Mercurio • Venus • La Tierra • Marte • Júpiter • Saturno • Urano • Neptuno	• simpático • Muy • Tímido • Bastante • Inteligente • un poco • deportista • chica • una • no • y • chico • un • pero Head and face: • pelo • ojo • oreja • nariz • boca • diente • cabeza Body parts: • cuerpo • brazo • mano • pierna • pie • una • rodilla • dedo • estómago • hombre • cola plus animal vocab from previous unit in Y4 Key Grammar: • adjectival position • Adjectival agreement (feminine singular) • Use of intensifiers • Use of conjunctions • Use of ser to describe	
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• (Plutón) • Planeta • Sol • Luna Size and speed: • enorme • grande • pequeño • minúsculo • caliente • frío • rápido • lento • also colour and number vocab from previous units Key Grammar: • Adjectival position • Intensifiers (muy, bastante) • Conjunctions (y) Phonics: j qu ñ v	Phonics: ge / j a o SPORTS Me encantan los deportes End Task: the end piece is to write a paragraph using opinions and justification eg I love football because it's fun, however my brother doesn't like tennis because it's difficult etc. Pupils will know: • How to say and recognise some sports in Spanish • How to say that they play or do these sports, using juego or hago • How to make these sport sentences negative using no • How to express their opinions of sports • How to give the opinions about sports of a 3rd person Key Vocabulary: • atletismo • badminton • baloncesto • béisbol • ciclismo • boxeo • equitación • esgrima • fútbol • piragüismo • gimnasia • golf • hockey • pentatlón • natación • balonmano • rugby • maratón • squash • remo • tenis	
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'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

MFL (Spanish) at Holy Trinity CE Primary School

		• correr • tenis de mesa • patinaje • vela • triatlón • caminata verbs: juegas, juego, juega, hago, haces, hace me gusta(n) aburrido no me gusta(n) interesante me encanta(n) peligroso odio un rollo me da(n) igual emocionante ¿te gusta(n)? fenomenal prefiero le gusta(n) no le gusta(n) le encanta(n) sin embargo odia además le da(n) igual sobre todo ¿le gusta(n)? prefiere Key Grammar: • AR verb jugar • Irregular verb hacer • Contraction al • Opinions, 1st and 3rd person • Use of conjunction porque to introduce an explanation of an opinion • Use of range of conjunctions Phonics: j / gi ci / ce h qu Culture: Spanish / Hispanic sportspeople	
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Year 6 Spanish Knowledge Organisers

	PLACES IN TOWN En mi pueblo	I AM MUSICAL Yo soy músico	THIS IS ME Así soy yo
Year 6	End Task: Places in a town is a big unit which builds up using adjectives , days of the week, verbs using different pronouns and transport. They do a big write just before the Christmas topic . After Christmas this topic extends to speaking/writing in the past tense. The group create a town in two different years and write about what places it used to have and what it has now.	End Task: heavily vocab based topic. The key verb is "tocar" - to play. Sentences are created using different pronouns eg I play the flute, my brother plays the guitar etc. Pupils will know:	End Task: a book is created all about themselves which incorporates the key learning from the whole key stage. Each page covers a different area - family, town, sports, favourite food etc. Pupils will know: • How to use ser to say where they or someone else is from

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

MFL (Spanish) at Holy Trinity CE Primary School

Pupils will know:

- How to name some places in town in Spanish
- To say what there is and what there isn't in a town using hay / no hay
- How to describe a town and places in town using adjectives
- What an infinitive is and what it looks like in Spanish
- How to say what you can do in a place using se puede + infinitive(s)
- How to say and understand the paradigm of the present tense of ir (to go)
- How to say some forms of transport
- How to say where they or someone else is going and how they are getting there

Key Vocabulary:

Places in town:

- Banco
- Panadería
- Biblioteca
- Pastelería
- cafetería
- pescadería
- pueblo
- colegio
- carnicería
- ciudad
- Correos
- tienda de comestibles
- estación
- hospital
- iglesia
- mercado
- museo
- parque
- plaza
- río
- supermercado

adjectives:

- pequeño
- grande
- animado

- How to express their opinions of different types of music
- How to justify their opinions using adjectives
- The names of some orchestral instruments
- How to use the conjugation of the regular AR verbs to create funny sentences

Key Vocabulary:

Types of music:

- Música
- Impresionante
- Africana
- Interesante
- Española
- Lenta
- Clásica
- Moderna
- Folclórica
- rápida
- relajante
- jazz
- rítmica
- pop
- ruidosa
- reggae
- sencilla
- sosa
- tranquila
- triste
- variada
- aburrida
- alegre
- animada
- odio
- bailable
- me da igual
- emocionante
- ¿te gusta?
- Emotive
- Energética
- grave

Orchestral instruments:

- pandereta

- How to use ser to say their nationality or that of someone else
- How to use hablar to say which language(s) they and someone else speaks
- How to use vivir to say where they or someone else lives, and who they live with
- How to use tener to say their age, their family and pets, and their physical description
- How to use ser to describe themselves and someone else
- How to incorporate language and structures learned in KS2 to talk about themselves, including opinions

Key Vocabulary:

Previous vocabulary covered in most previous units of work.

Key Grammar:

- Conjugation of ser
- Conjugation of hablar (regular AR verb)
- Conjugation of vivir (regular IR verb)
- Conjugation of tener
- Opinions
- Infinitives
- Range of conjunctions
- Adjectival agreement

Phonics:

h v ñ ce / ci j

Culture:

- famous Spanish-speaking people
- World languages
- Countries of the world

• tranquilo • moderno • histórico • Viejo • Nuevo • Limpio • Además • Sucio • Bonito • Feo • Industrial • Interesante • Turístico • ruidoso Transport: • coche • autobús • tren • cohete • barco • bici(cleta) • moto • avión • pie • caballo verbs: • se puede • no se puede • escribir • beber • comer • leer • andar • bailar • cantar • charlar • estudiar • hablar • jugar • nadar • trabajar • viajar • ir	• trompa • platillos • violonchelo • fagot • guitarra • trompeta • piano • viola • clarinet • celesta • batería • arpa • violin • bombo • timbal • flauta • contrabajo • castañuelas • trombón • campanas tubulares • flautín • tuba • xilófono • oboe • triángulo Key Grammar: • Opinions • Adjectival agreement • Adjectival position • Use of conjunction porque • Conjugation of regular AR verbs (tocar and others) • Definite articles Phonics: ñ qu ll v ñ Culture: • World music	
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- voy, vas, va, vamos, vais, van Key Grammar: - hay / no hay - es - adjectival agreement and position - range of conjunctions - use of intensifiers - definite articles and indefinite articles - infinitives - se puede - hay - Ir in the present tense • en / a + transport • a + el = al Phonics: h ci / z qu ñ v gi, ce/ci/z, h, j, v v h ci ll Culture: Places in Spanish towns		
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CHRISTMAS across the Year groups

End Task: Spanish Christmas and thank you cards

Pupils will know:

- How to wish someone Happy Christmas - How to say what they would like as a gift - How to say what other people would like as a gift

Key Vocabulary:

- Feliz Navidad
- Papa Noel
- Árbol de Navidad
- Regalo
- Belén
- Roscón
- Muñeco de nieve

Key Grammar:

- 1st person quisiera vs 3rd person quisiera

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

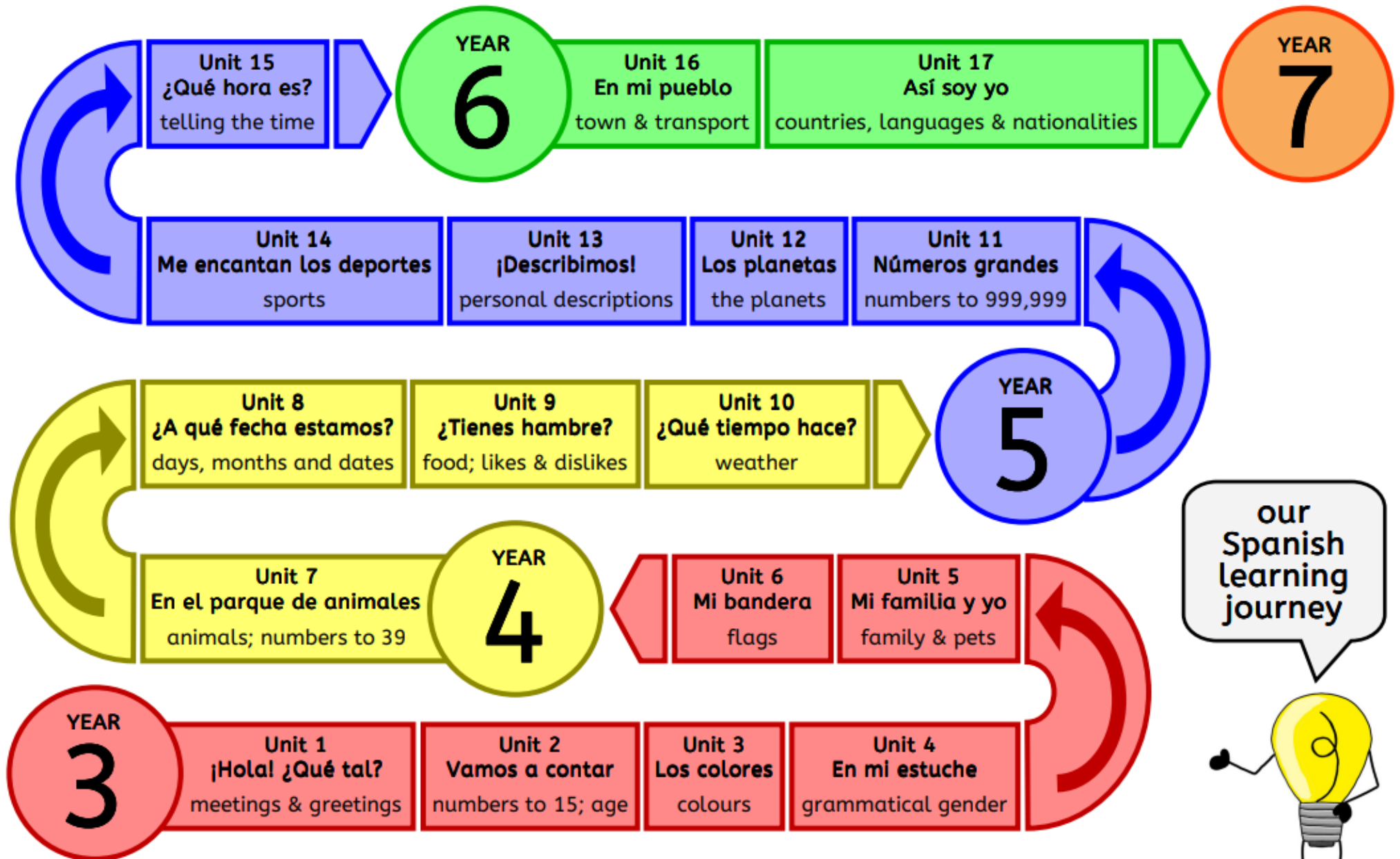
MFL (Spanish) at Holy Trinity CE Primary School

Phonics:

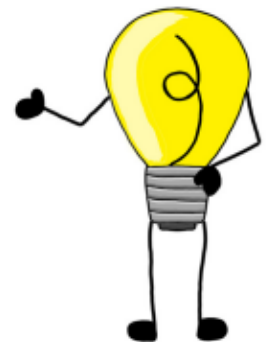
Z qu ñ

Culture:

Christmas traditions in Spain and other Spanish speaking countries



our
Spanish
learning
journey



National Curriculum: Languages

Purpose of study

Learning a foreign language is a liberation from insularity and **provides an opening to other cultures**. A high-quality languages education should **foster pupils' curiosity** and **deepen their understanding of the world**. The teaching should enable 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 should also provide opportunities for them to **communicate for practical purposes**, learn new ways of thinking and read great literature in the original language. Language teaching should provide the **foundation for learning further languages**, equipping pupils to **study and work in other countries**.

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets]

Key Stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.

It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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.

The starred (*) content above will not be applicable to ancient languages