



Teaching Modern Foreign Languages at KJA

The teaching of Spanish at KJA will encourage pupils to become curious about and deepen their understanding of the world, while laying the foundations for further foreign language teaching beyond Key Stage 2.

The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Develop their **speaking** skills and their confidence to engage in conversations. They will be able to speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Be able to **read** Spanish with greater accuracy, automaticity and prosody. They will develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. They will be able to **write** for a range of purposes, using appropriate vocabulary.

Spanish is taught discretely and then applied throughout the rest of the curriculum where appropriate, linking where possible. Staff follow a process model to ensure pupils become adept at '*Thinking like a Linguist*'.

A Process Model for Spanish

#1 Speaking and listening (oracy)

- Conversation
- Questioning
- Confidence

Think like a
Linguist

#3 Writing

- Grammar
- Phraseology
- Vocabulary

#2 Reading

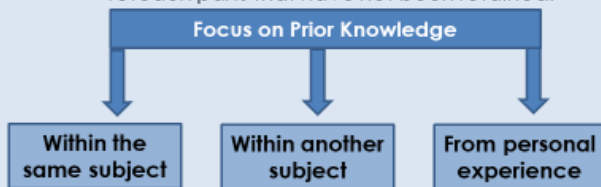
- Accuracy
- Automaticity
- Prosody

In order to **'Think like a Linguist'** pupils will work through four distinct areas:

Link It

Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
 - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
 - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
 - Ensure you have **rehearsed any new concepts** and checked understanding.
 - **Use talk for learning** to comprehend new concepts and vocabulary.
 - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc.)

Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.
Identify individuals who need additional challenge.

Show It

- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

Outcomes of Learning



Which day of the week does each number correspond to?

L	M	M	J	V	S	D
1 Lunes	2 Martes	3 Miércoles	4 Jueves	5 Viernes	6 Sábado	7 Domingo
8 Lunes	9 Martes	10 Miércoles	11 Jueves	12 Viernes	13 Sábado	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Uno > Lunes
- Tres > Miércoles
- Doce > Viernes
- Quince > Domingo
- Dieciséis > Martes
- Dos > Martes
- Catorce > Domingo
- Siete > Domingo
- Veinte > Sábado
- Ocho > Lunes
- Cuatro > Jueves
- Once > Jueves
- Diecinueve > Viernes
- Trece > Sábado
- Cinco > Viernes
- Nueve > Martes
- Diecisiete > Miércoles
- Seis > Sábado
- Dieciocho > Jueves
- Diez > Miércoles

Infer the meaning of this dialogue.

Annotate and make notes.

I am friend He is Aitana = 8
Tengo una amiga. Se llama Aitana

¡Hola!

Aitana is eight years
Aitana tiene ocho años

she is
Ella es Maggie

¡Hola!

How old are you?
¿Cuántos años tienes?

I am 9 years
Tengo nueve años

¡Perfecto!

Hola = Hello

Perfecto =

Perfect.

Ella es

Maggie =

She is

Maggie.

Aitana tiene
ocho años =

I am 8
years old

nueve : 9



The question remains the same but the ages change (count the candles). Fill in the gaps



¿Cuántos años tienes?

Tengo cuatro años.



¿Cuántos años tienes?

Tengo cinco años.



¿Cuántos años tienes?

Tengo siete años.



¿Cuántos años tienes?

Tengo ocho años.



¿Cuántos años tienes?

Tengo doce años.

Español low stakes quiz

- 1) Buenos días = Good morning ✓
- 2) Buenas noches = good night ✓
- 3) Buenas tardes = Good afternoon ✓
- 4) Hola = Hello ✓
- 5) Adiós = goodbye ✓
- 6) Dos = two ✓
- 7) Cinco = five ✓
- 8) Siete = seven ✓
- 9) Dieciséis = sixteen ✓
- 10) ¿Cómo te llamas? = What's your name? ✓
- 11) Me llamo = my name is ✗
- 12) ¿Cuántos años tienes? = How old are you? ✗
- 13) Tengo seis años = I am 6 years old. ✓
- 14) Señor = Mr ✓
- 15) ¿Qué tal? = how are you? ✓
- 16) Muy bien ✓ = very good
- 17) No muy bien = Not very well ✓



Complete the questions and answers.

¿Qué tal?		Muy bien
¿Qué tal?		No muy bien
¿Qué <u>tal</u> ?		<u>No</u> muy bien
¿ <u>Qué</u> tal?		<u>muy bien</u>
¿ <u>Qué tal</u> ?		<u>No muy bien</u>
¿ <u>Qué tal</u> ?		<u>muy bien</u>
¿Qué tal?		muy bien
¿Qué tal?		No muy bien
¿Qué tal?		No muy bien

Español low stakes quiz

- Hola = Hello ✓
- Adiós = bye ✓
- Me llamo = my name is ✓
- ¿Cómo te llamas? = What's your name? ✓
- Él es Michael = He is ✓
- Ella es Carla = She is ✓
- ¿Cuántos años tienes? = How are old are you? ✓
- Tengo once años = I am 11 years ✓
- Buenas noches = good night ✓
- Buenos días = good morning ✓
- Buenas tardes = Good afternoon ✓
- Señorita = Miss ✓
- Señora = Mrs ✓
- Señor = Mr ✓

Look	Cover	Write	Check
0	cero	cero	✓
1	uno	uno	✓
2	dos	dos	✓
3	tres	tres	✓
4	cuatro	cuatro	✓
5	cinco	cinco	✓
6	seis	seis	X not seis
7	siete	siete	✓
8	ocho	ocho	✓
9	nueve	nueve	✓
10	diez	diez	✓
11	once	once	✓
12	doce	doce	✓
13	trece	trece	✓
14	catorce	catorce	✓
15	quince	quince	✓
16	dieciséis	dieciséis	✓
17	diecisiete	diecisiete	✓
18	dieciocho		
19	diecinueve		
20	veinte		