



Hillcross Primary Languages Curriculum (Spanish)

	<u>Year 3</u>					
Topic	Autumn 1: Supermarket Sweep	Autumn 2: Rotten Romans	Spring 1: Settle Down	Spring 2: Secret Garden	Summer 1: Dig Deep	Summer 2: Whole School Topic
NC Listening	Explore the patterns and sounds of language through songs and rhymes and link to the meaning of words. Listen attentively to spoken language and show understanding and begin to join in.	Explore the patterns and sounds of language through songs and rhymes and link to the meaning of words. Listen attentively to spoken language and show understanding and begin to join in.	Explore the patterns and sounds of language through songs and rhymes and link to the meaning of words. Listen attentively to spoken language and show understanding and begin to join in.	Explore the patterns and sounds of language through songs and rhymes and link to the meaning of words. Listen attentively to spoken language and show understanding and begin to join in and respond.	Explore the patterns and sounds of language through songs and rhymes and link to the meaning of words. Listen attentively to spoken language and show understanding and begin to join in and respond.	Explore the patterns and sounds of language through songs and rhymes and link to the meaning of words. Listen attentively to spoken language and show understanding and begin to join in and respond.
Hillcross Progression of listening	<ul style="list-style-type: none"> Listen and identify the difference in questions 'what is your name?' and 'how are you?' through songs and rhymes - see songs, poems and rhymes for list. Understand answers to 'what is your name?' and 'how are you?' 	<ul style="list-style-type: none"> Listen and identify the numbers 0-12 through songs and rhymes - see songs, poems and rhymes for list. Listen and differentiate between (prior learning questions) and 'how old are you?' and 'what colour is it?' Understand answers to 'how old are you?' and 'what colour is it?' 	<ul style="list-style-type: none"> Listen and identify classroom objects through songs and rhymes - see songs, poems and rhymes for list. Listen and understand questions and answers relating to classroom belongings. 	<ul style="list-style-type: none"> Listen and identify family members through songs and rhymes - see songs, poems and rhymes for list. Listen and understand answers relating to someone's family members. 	<ul style="list-style-type: none"> Listen and identify pets through songs and rhymes - see songs, poems and rhymes for list. Listen and understand answers relating to names and ages of someone's family members and their pets. 	<ul style="list-style-type: none"> Listen and understand answers when somebody does not have something e.g. a pet. Listen and identify shape and form through songs and rhymes - see songs, poems and rhymes for list. Listen to descriptions of flags and understand responses that use adjectives of colour, shape and form
NC Speaking	Engage in short conversations; ask and answer questions. Speak using familiar vocabulary	Engage in short conversations; ask and answer questions. Speak using familiar vocabulary Describe things orally	Ask and answer questions Speak using familiar vocabulary Present ideas and information orally	Ask and answer questions Speak using familiar vocabulary. Describe people orally	Engage in conversations; ask and answer questions Speak using familiar vocabulary. Describe people and things orally	Engage in conversations; ask and answer questions Speak using familiar vocabulary. Present ideas orally Describe people and things orally
Hillcross Progression of speaking	<ul style="list-style-type: none"> Recognise and engage in a short conversation with familiar vocabulary for 'what is your name?' and 'how are you?' 	<ul style="list-style-type: none"> Recognise and say vocabulary for numbers 0-20 and 12 colours in Spanish. Engage in a short conversation for 'how old are you?' 	<ul style="list-style-type: none"> Ask and answer questions about classroom objects, including yes or no to ownership of belongings 	<ul style="list-style-type: none"> Ask and answer questions about my family members. Describe family members 	<ul style="list-style-type: none"> Combine prior learning to have a conversation about ages of family members and pets. Describe pets 	<ul style="list-style-type: none"> Answer questions about the number of pets I have. Recognise and say shape and form. Describe flags using adjectives of colour and shape and form.

		<ul style="list-style-type: none"> Describe the colour of things 				
NC Reading	Read carefully and show understanding of words.	Read carefully and show understanding of words and phrases.	Read carefully and show understanding of words and phrases.	Read carefully and show understanding of words and phrases.	Read carefully and show understanding of words and phrases.	Read carefully and show understanding of words, phrases and simple writing.
Hillcross Progression of Reading	<ul style="list-style-type: none"> Recognise and understand words to describe greetings and feelings. 	<ul style="list-style-type: none"> Recognise and understand numbers and colour words Read phrases that describe someone's age and the colour of something 	<ul style="list-style-type: none"> Recognise and understand words for classroom objects and colour adjectives Read phrases that respond to ownership of classroom belongings 	<ul style="list-style-type: none"> Recognise words to identify family members Read phrases relating to family members. 	<ul style="list-style-type: none"> Recognise words to identify pets Read phrases to learn about the ages and names of other people's families and pets 	<ul style="list-style-type: none"> Recognise words to identify shape, colour and form Read and understand phrases and simple writing to describe flags of the world.
NC Writing	<p>Broaden their vocabulary and develop their ability to understand new words.</p> <p>Describe people in their writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words</p> <p>Write phrases from memory</p> <p>Describe things in their writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words</p> <p>Write phrases from memory</p> <p>Describe things in their writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory</p> <p>Describe people in their writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people in their writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places and things in writing</p>
Hillcross Progression of Writing	<ul style="list-style-type: none"> Recognise and respond in writing to the question 'what is your name?' and 'how are you?' in written work. 	<ul style="list-style-type: none"> Recognise and respond in writing to the question 'how old are you?' and what the colour of something is. 	<ul style="list-style-type: none"> Recognise and respond in writing to questions about your classroom belongings. 	<ul style="list-style-type: none"> Describe in writing who your family members are - using a dictionary for support. 	<ul style="list-style-type: none"> Respond in written sentences identifying ages and names of your family. Describe in written sentences your pet's names and ages. 	<ul style="list-style-type: none"> Respond in writing showing the negative 'I don't have' when describing pets. Describe, in written sentences, the flags of the world using adjectives of colour and shape.
NC Grammar	Understand basic grammar appropriate to the language being studied, including (where relevant): the conjugation of high-frequency verbs; key features and patterns of the language.	Understand basic grammar appropriate to the language being studied, including (where relevant): the conjugation of high-frequency verbs; key features and patterns of the language.	Understand basic grammar appropriate to the language being studied, including (where relevant): the conjugation of high-frequency verbs; key features and patterns of the language.	Understand basic grammar appropriate to the language being studied, including (where relevant): the conjugation of high-frequency verbs; key features and patterns of the language.	Understand basic grammar appropriate to the language being studied, including (where relevant): the conjugation of high-frequency verbs; key features and patterns of the language.	Understand basic grammar appropriate to the language being studied, including (where relevant): the conjugation of high-frequency verbs; key features and patterns of the language. to apply these, for instance, to build sentences.
Hillcross progression of Grammar	<ul style="list-style-type: none"> Recognise and use the verb <i>llamarse</i> in 1st and 2nd person Develop an understanding of capitalisation rules in Spanish 	<ul style="list-style-type: none"> Understand <i>soy</i>, <i>eres</i> and <i>es</i> forms of the verb <i>ser</i> (to be) 	<ul style="list-style-type: none"> Recognise and use the irregular verb, <i>ver</i> in the 1st, 2nd and 3rd person 	<ul style="list-style-type: none"> Begin to understand and apply - with support - the concept of singular /plural indefinite articles 	<ul style="list-style-type: none"> Apply prior learning to use the verb <i>llamarse</i> in the 6th person and confidently apply 3rd person rules. 	<ul style="list-style-type: none"> Apply plural nouns Show an understanding of adjectival agreement (e.g. fem/sing, masc/plural)

		<ul style="list-style-type: none"> Recognise and use the irregular verb <i>tener</i> in 1st, and 2nd person. 	<ul style="list-style-type: none"> Demonstrate an understanding of the notion of gender Use with increasing confidence <i>soy, eres</i> and <i>es</i> forms of the verb <i>ser</i> (to be) 	<ul style="list-style-type: none"> Begin to apply, with support, notion of gender to indefinite articles Develop use and understanding of possessive adjective Talk about other people's names and ages using <i>llamarse</i> and <i>tener</i> in 1st and 3rd person 	<ul style="list-style-type: none"> Begin to understand plurals of nouns and the conjunction 'y.' Develop understanding of use of <i>no</i> to make a verb negative 	<ul style="list-style-type: none"> Construct a simple sentence showing patterns of language with a conjugated verb, noun/s (plurals if applicable) conjunction, indefinite (gender based) article. Apply some of the tildes independently when speaking
<p>NC pronunciation and spelling **<i>(also applicable to reading, listening, writing and speaking skills).</i></p> <p>**See suggested list of stories, songs, poems and rhymes below).</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language .</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language)</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>
Hillcross progression of pronunciation and spelling.)	<ul style="list-style-type: none"> Phonics and pronunciation of <u>c</u> (before i & e) <u>z, ll and y</u> Begin to recognise accents - tildes - that are written over 5 vowels - - á, é, í, ó, ú. 	<ul style="list-style-type: none"> Phonics and pronunciation of <u>d</u> (after vowel and at the beginning of a word), <u>i</u> (before a vowel), <u>y</u> (as a conjunction or at the end of a word, <u>c</u> (before a/e/u), <u>k</u> and <u>qu</u> (before i/e). 	<ul style="list-style-type: none"> Phonics and pronunciation of <u>e, ñ, u, a</u>. Greetings song - Señor Ashby 	<ul style="list-style-type: none"> Phonics and pronunciation of <u>o, i, q</u> (before e or i) and <u>g</u> (before a/o/u) and <u>qu</u> (before e or i) 	<ul style="list-style-type: none"> Phonics and pronunciation of <u>b v</u> (after vowel and at beginning of word) & <u>ch</u> 	<ul style="list-style-type: none"> Phonics and pronunciation of <u>ü and u</u> (before a/e/o) & <u>rr and r</u> (at beginning of the word or after n/l/s)



Hillcross Primary Languages Curriculum (Spanish)

	Year 4					
Topic	Autumn 1: Walk like an Egyptian	Autumn 2: Eurovision precision	Spring 1: Battle Station	Spring 2: Natural disasters	Summer 1: Playing cat and mouse	Summer 2: Whole School Topic
NC Listening	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>
Hillcross Progression of listening	<ul style="list-style-type: none"> Explore patterns of language to use numbers 0-39 through songs and rhymes, - see songs, poems and rhymes for list. Listen and identify questions relating to 'how many are there' Understand and respond to questions that require use of numbers out of sequence 	<ul style="list-style-type: none"> Listen and identify the 12 months of the year through songs and rhymes, - see songs, poems and rhymes for list. Listen and join in with familiar stories e.g. La Oruga Hambrienta - Hungry Caterpillar Listen, understand and differentiate between questions about yourself (birthday) vs. others (festivals) 	<ul style="list-style-type: none"> Listen to the daily date and show an understanding of days, months and years Listen to and identify items of food and drink in singular form through songs and rhymes - see songs, poems and rhymes for list. 	<ul style="list-style-type: none"> Listen to and identify items of food in the plural form and show understanding by joining in with the differences in singular vs. plural foods. Understand, join in and respond to questions relating to food and drink items. 	<ul style="list-style-type: none"> Listen to and join in with different opinions on food and drink items, showing an understanding of singular and plural differences. Explore patterns of language to describe the weather through songs and rhymes, - see songs, poems and rhymes for list. 	<ul style="list-style-type: none"> Listen to, join in and respond to opinions about the weather. Show an understanding of spoken Spanish when weather is being described in different parts of Spain.
NC Speaking	<p>Engage in short conversations; ask and answer questions.</p> <p>Speak, using familiar vocabulary</p> <p>Describe things orally.</p>	<p>Engage in short conversations; ask and answer questions</p> <p>Speak, using familiar vocabulary and phrases</p> <p>Describe things orally</p> <p>Present ideas orally</p>	<p>Speak, using familiar vocabulary and phrases</p> <p>Describe things orally</p> <p>Present ideas orally</p>	<p>Engage in some conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Speak, using familiar vocabulary and phrases</p> <p>Describe things orally</p> <p>Present ideas orally</p>	<p>Engage in some conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures</p> <p>Describe people orally</p> <p>Present ideas orally</p>	<p>Engage in some conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures</p> <p>Describe things orally</p> <p>Present ideas orally</p>
Hillcross Progression of speaking.	<ul style="list-style-type: none"> Recognise and say vocabulary for numbers 0-39 Recognise and engage in a short conversation with familiar vocabulary asking and 	<ul style="list-style-type: none"> Recognise and say familiar vocabulary for months of the year and days of the week 	<ul style="list-style-type: none"> Describe names of food and drinks Use familiar vocabulary to speak using plurals Present the date orally 	<ul style="list-style-type: none"> Express opinions on food and drink items and respond to others' opinions Describe plural food and drink items 	<ul style="list-style-type: none"> Express opinions on food and drink items and respond to others' opinions 	<ul style="list-style-type: none"> Express opinions on weather nouns and respond to others' opinions Engage in conversations about the weather using familiar

	relevant): the conjugation of high-frequency verbs; key features and patterns of the language. to apply these, for instance, to build sentences; and how these differ from English.	relevant): the conjugation of high-frequency verbs; key features and patterns of the language. to apply these, for instance, to build sentences; and how these differ from English.	relevant): the conjugation of high-frequency verbs; key features and patterns of the language. to apply these, for instance, to build sentences; and how these differ from English.	relevant): the conjugation of high-frequency verbs; key features and patterns of the language. to apply these, for instance, to build sentences; and how these differ from English.	relevant): the conjugation of high-frequency verbs; key features and patterns of the language. to apply these, for instance, to build sentences; and how these differ from English.	relevant): the conjugation of high-frequency verbs; key features and patterns of the language. to apply these, for instance, to build sentences; and how these differ from English.
Hillcross Progression of Grammar	<ul style="list-style-type: none"> Develop use of understanding of irregular verb <i>tener</i> in 1st, 2nd and 3rd person. Use of conjunction 'y' Develop use and application of plural nouns. Recognise and use irregular verb <i>haber</i> - <i>hay</i> 	<ul style="list-style-type: none"> Develop understanding of notion of gender, Use 3rd person conjunction verb of <i>ser</i> and use of irregular verb <i>haber</i>. Learn use of possessive adjectives 	<ul style="list-style-type: none"> Develop and apply regular use of understanding of irregular verb <i>ser</i> in 1st, 2nd and 3rd person. Develop an apply use of conjunction 'y' to join together sentence clauses. 	<ul style="list-style-type: none"> Apply use of verb <i>tener</i> to express feelings - in 1st, 2nd, 3rd person Use of irregular verbs <i>gustar</i> and <i>odio</i> (singular form) to express opinion. Use of verb <i>querer</i> in 1st, 2nd and 3rd person. Learn use of singular definite article and differences with indefinite article 	<ul style="list-style-type: none"> Use of irregular verbs <i>gustar</i> and <i>odio</i> (plural form) to express opinion. Develop use of singular and plural definite article and draw comparisons with indefinite article. Develop use of conjunctions to include <i>y</i>, <i>pero</i>, <i>sin embargo</i> Use of verb <i>querer</i> in 1st, 2nd and 3rd person. 	<ul style="list-style-type: none"> Apply use of verb <i>tener</i> to express feelings of hot and cold - in 1st person. Learn the verb <i>hacer</i> in 1st, 2nd and 3rd person to express weather. Apply use of verb <i>estar</i> in 1st, 2nd 3rd person Apply with increasing confidence, the notion of gender, number, opinion and articles.
NC pronunciation and spelling **also applicable to reading, listening, writing and speaking skills). **See suggested list of stories, songs poems and rhymes below).	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>
Hillcross progression of pronunciation and spelling.	<p><u>Revision, revisit and application of:</u></p> <ul style="list-style-type: none"> Phonics and pronunciation of <u>c</u> (before i & e) <u>x</u>, <u>ll</u> and <u>y</u>. Begin to recognise accents - tildes - that are written over 5 vowels - á, é, í, ó, ú. 	<p><u>Revision, revisit and application of:</u></p> <ul style="list-style-type: none"> Phonics and pronunciation of <u>d</u> (after vowel and at the beginning of a word), <u>i</u> (before a vowel), <u>y</u> (as a conjunction or at the end of a word, <u>c</u> (before e/u), <u>k</u> and <u>qu</u> (before i/e). 	<p><u>Revision, revisit and application of:</u></p> <ul style="list-style-type: none"> Phonics and pronunciation of <u>e</u>, <u>ñ</u>, <u>u</u>, <u>a</u>. 	<p><u>Revision, revisit and application of:</u></p> <p>Phonics and pronunciation of <u>a</u>, <u>i</u>, <u>g</u> (before e or i) and <u>g</u> (before a/o/u) and <u>qu</u> (before e or i)</p>	<p><u>Revision, revisit and application of:</u></p> <ul style="list-style-type: none"> Phonics and pronunciation of <u>b</u>, <u>v</u> (after vowel and at beginning fo word) & <u>ch</u> 	<p><u>Revision, revisit and application of:</u></p> <ul style="list-style-type: none"> Phonics and pronunciation of <u>ü</u> and <u>u</u> (before a/e/o) & <u>rr</u> and <u>r</u> (at beginning of the word or after n/l/s)



Hillcross Primary Languages Curriculum (Spanish)

	Year 5					
Topic	Autumn 1: We're the Kids in America	Autumn 2: Third Rock from the Sun	Spring 1: It's all greek to me	Spring 2: Oh I do like to be beside the seaside	Summer 1: Marvellous Mayas	Summer 2: Whole School Topic
NC Listening	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>
Hillcross Progression of listening	<ul style="list-style-type: none"> Explore patterns of language to use numbers 0-100 through songs and rhymes, - see songs, poems and rhymes for list. Listen and identify questions relating to how many there are (using multiples of 100). Understand and respond to questions that require use of number sequencing for three and four digit numbers. Listen and identify questions that use Euro and Cents to recognise numbers in the context of prices. 	<ul style="list-style-type: none"> Listen and explore patterns of language to identify planets (in the correct order) through songs and rhymes, - see songs, poems and rhymes for list. Listen and join in with familiar poems e.g. Los planetas. Listen, understand and differentiate between questions and answers used to describe the planets (size, temperature, speed, distance) 	<ul style="list-style-type: none"> Listen and explore patterns of language to join in and respond to different parts of the body, through songs and rhymes, - see songs, poems and rhymes for list. Listen and join in with familiar poems e.g. <i>horrible monstuo verde</i> Link spelling, sounds and meaning of words to describe parts of the body and use this to join in and describe yourself. Explore the patterns of language to identify differences in word order between Spanish and English. 	<ul style="list-style-type: none"> Listen to and differentiate between body parts of yourself vs. others and apply understanding by responding in 1st person and 3rd person Understand, join in and respond to questions relating to descriptions of animals and different types of sports. 	<ul style="list-style-type: none"> Listen to and differentiate between questions that require answers explaining what sports you play vs. those you don't play. Show an understanding by joining in using negative sentences to explain what sports you don't do. Listen to patterns and meaning of words to join in and express your own opinion on sports. 	<ul style="list-style-type: none"> Listen and explore patterns of language to join in and respond to what the time is. Show an understanding by responding to questions relating to time, on the hour, half hour and quarter hours.
NC Speaking	<p>Engage in short conversations; ask and answer questions and respond to those of others.</p> <p>Seek clarification and help.</p> <p>Speak, using familiar vocabulary and phrases.</p> <p>Present ideas orally.</p>	<p>Engage in short conversations; ask and answer questions and respond to others.</p> <p>Seek clarification and help.</p> <p>Speak, using familiar vocabulary and phrases</p> <p>Describe things and places orally</p> <p>Present ideas orally</p>	<p>Engage in short conversations; ask and answer questions and respond to others.</p> <p>Seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas orally.</p> <p>Describe people orally.</p>	<p>Engage in short conversations; ask and answer questions and respond to others.</p> <p>Seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas orally.</p> <p>Describe people orally.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally.</p>

					Describe people, things and actions orally	Describe people, things and actions orally
Hillcross Progression of speaking.	<ul style="list-style-type: none"> Recognise and say vocabulary for numbers up to 100. Recognise, engage and respond in short conversations with familiar vocabulary asking and answering questions relating to how many are there and how much something costs? 	<ul style="list-style-type: none"> Recognise and say familiar vocabulary for names of the planets. Engage in short conversations regarding the location and order of planets. Describe size, temperature and speed of planets. 	<ul style="list-style-type: none"> Describe myself and others engaging with others in conversations. Use familiar vocabulary to evidence adjectival agreement and plural noun language structures. Present information orally showing an understanding of word order. 	<ul style="list-style-type: none"> Describe myself and others and respond to questions of others regarding how you look. Engage in conversations using descriptive vocabulary to use a range of language structures and articles. Present information orally showing an understanding of word order and word cognates. 	<ul style="list-style-type: none"> Express opinions on different sports and begin to be able to express opinions of others. Engage in conversations using the negative language structures. Speak in phrases with basic language structures to describe the weather 	<ul style="list-style-type: none"> Engage in conversation about the time of day, applying a range of language structures. Present information orally showing an understanding of word order and word cognates
NC Reading	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.
Hillcross progression of Reading	<ul style="list-style-type: none"> Recognise and understand words for numbers 1-100 Read phrases and sentences used to describe the quantity and price of something. 	<ul style="list-style-type: none"> Read nouns for names of the planets. Show an understanding of sentences used to describe size, temperature and speed of planets. 	<ul style="list-style-type: none"> Read words and phrases to show an understanding of descriptive writing in short paragraphs. 	<ul style="list-style-type: none"> Read words and phrases to show an understanding of descriptive writing in short paragraphs to identify learnt phrases and languages structures. 	<ul style="list-style-type: none"> Show an understanding of simple writing using short paragraphs that express opinions. Read phrases that describe someone else's view. 	<ul style="list-style-type: none"> Recognise and read time nouns and adjectives. Read and understand phrases and simple writing describing events at a specific time of day.
NC Writing	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into written material.</p> <p>Write phrases from memory</p> <p>Describe things in writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into written material.</p> <p>Write phrases from memory, and adapt these to create new sentences.</p> <p>Describe places and things in writing.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into written material.</p> <p>Write phrases from memory, and adapt these to create new sentences.</p> <p>Describe people in writing.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into written material.</p> <p>Write phrases from memory, and adapt these to create new sentences and to express ideas clearly.</p> <p>Describe people in writing.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, things and actions in writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions in writing</p>
Hillcross Progression of Writing	<ul style="list-style-type: none"> Recognise and respond in writing to the questions that answer how many of 	<ul style="list-style-type: none"> Describe the planets and introduce new words into writing. 	<ul style="list-style-type: none"> Write descriptive phrases from memory using plural nouns. 	<ul style="list-style-type: none"> Write descriptive sentences of yourself and others 	<ul style="list-style-type: none"> Express ideas clearly to describe your opinion on 	<ul style="list-style-type: none"> Use a dictionary to understand new words, adapt and develop

	<p>something there is, using the verb 'haber.'</p> <ul style="list-style-type: none"> Respond in writing to questions about how much something costs. 	<ul style="list-style-type: none"> Begin to write descriptive phrases from memory. Use adjectival agreement to adapt written phrases to create new and longer sentences. 	<ul style="list-style-type: none"> Use adjectival agreement to adapt written phrases to create new and longer sentences. 	<ul style="list-style-type: none"> Broaden vocabulary to understand new words used to describe sports. Adapt sentences to express ideas and opinions on sporting likes and dislikes. 	<p>different sports and the opinion of someone else.</p> <ul style="list-style-type: none"> Write sentences from memory to be able to use negative sentence formation. Describe in writing sentences using time of the day. 	<p>sentences explaining events at different times of the day.</p>
NC Grammar	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.	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.	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.	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.	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.	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.
Hillcross Progression of Grammar	<ul style="list-style-type: none"> Use, with confidence, irregular verb 'haber.' Develop independent use of conjunction 'y' Use, with confidence, plural nouns. 	<ul style="list-style-type: none"> Use, with confidence, the notion of gender. Develop and apply with accuracy with understanding of adjectival agreement for singular/feminine nouns. 	<ul style="list-style-type: none"> Begin to use intensifiers (muy, bastante). Apply regular use of understanding of irregular verb ser in 1st, 2nd and 3rd person. Apply regular use of conjunction 'y' to join together clauses. Use, with confidence, adjectival agreement. 	<ul style="list-style-type: none"> Apply regular use of verb tener in 1st, 2nd and 3rd person. Independently apply use of plural nouns. Independently apply adjectival position. Use genitive form of 'de' Develop independent use of articles (definite and indefinite). 	<ul style="list-style-type: none"> Develop use of AR ver jugar in 1st-3rd person. Develop understanding of irregular verb hacer. Develop understanding of contraction 'al' and conjunction 'porque' Begin to use opinions in the 1st-3rd person. 	<ul style="list-style-type: none"> Apply use of ser in 1-3rd person.
<p>NC pronunciation and spelling</p> <p>**(also applicable to reading, listening, writing and speaking skills).</p> <p>**See suggested list of stories, songs poems and rhymes below).</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Begin to develop pronunciation and intonation when using familiar words</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>



Hillcross Primary Languages Curriculum (Spanish)

	<u>Year 6</u>					
Topic	Autumn 1: Everybody wants to rule the world	Autumn 2: A Class Act	Spring 1: War of the Worlds	Spring 2: Peace at Last	Summer 1: Game, Set and Match	Summer 2: Whole School Topic
NC Listening	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>
Hillcross Progression of listening	<ul style="list-style-type: none"> Understand and respond to descriptions of Spanish towns Listen, identify and differentiate between what a town has vs. what it doesn't have. Respond to descriptions of a town showing an understanding of adjectives. 	<ul style="list-style-type: none"> Listen to patterns of language to explore infinitive verb conjugations. Listen and join in with familiar songs / chants to embed verb forms. Listen, understand and differentiate between questions and answers used to describe where myself or someone else is going. 	<ul style="list-style-type: none"> Listen to patterns of language to explore infinitive verb conjugations. Listen and join in with multi-lingual versions of familiar songs. Link spelling, sounds and meaning of words to recognise languages of the world. 	<ul style="list-style-type: none"> Listen and explore patterns of language used for common verb conjugations. Consolidate prior learning by linking spelling, sounds and meaning of words that are used to support common verb conjugations. Listen and understand application of verb conjugations, used to describe a range of people, places and things. 	<ul style="list-style-type: none"> Listen and evidence a clear understanding of conversations and the associated language structures used to describe people and their opinions. Listen to a range of audiences and show understanding by joining in and responding to questions. 	<ul style="list-style-type: none"> Listen and show a broad and clear understanding of conversations that use familiar and new vocabulary on a range of topics. Evidence understanding: listen to a range of audiences that use key language and grammatical structures by joining in and responding.
NC Speaking	<p>Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally</p>	<p>Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people and actions orally</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>Describe people, places, things and actions orally</p>

Hillcross Progression of speaking.	<ul style="list-style-type: none"> Engage in longer conversations to ask locations and features of a town. Speak in full sentences using descriptive language to present ideas orally to a range of audiences. Combine and use familiar vocabulary to develop and extend conversations. 	<ul style="list-style-type: none"> Engage in longer conversations combining familiar/new vocabulary with infinitive verb conjugations to describe where you and someone else are going. Speak in phrases to say and identify types of transport. 	<ul style="list-style-type: none"> Engage in conversations to evidence examples of asking and answering questions about where someone is from and the languages they speak. Use familiar vocabulary and learnt language structures to describe where someone is from. Present information orally showing an understanding of language structures. 	<ul style="list-style-type: none"> Engage in conversations to evidence examples of asking and answering questions about where someone lives. Use familiar vocabulary and learnt language structures to describe a range of people, places and things using the verb <i>tener</i>. Present information orally showing an understanding of language structures. 	<ul style="list-style-type: none"> Engage in conversations to evidence feelings and expression of opinions using key language and grammatical structures. Present information orally showing a range of language structures used to describe people in different contexts. 	<ul style="list-style-type: none"> Ask and answer questions to describe opinions of yourself and others on a range of topics which evidence key language and grammatical structures. Demonstrate these opinions and ideas to a range of audiences.
NC Reading	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.
Hillcross Progression of Reading	<ul style="list-style-type: none"> Recognise and understand simple writing describing the features of a town. Read, to show an understanding of names and locations of Spanish towns. 	<ul style="list-style-type: none"> Show an understanding of actions in written phrases, differentiating word class. Read to show a developed understanding of someone describing where they are going and how they will arrive at their location. 	<ul style="list-style-type: none"> Read words, phrases and short paragraphs to show understanding of verbs <i>ser/hablar</i> and how they are applied to convey ideas and descriptions of oneself and others. 	<ul style="list-style-type: none"> Read words, phrases and short paragraphs to show understanding of verbs <i>tener/vivir</i> and how they are applied to convey ideas and descriptions of oneself and others. 	<ul style="list-style-type: none"> Read and decipher paragraphs that incorporate learnt language structures conveying descriptions and opinions of others. 	<ul style="list-style-type: none"> Read carefully, applying prior learning, to evidence a detailed understanding of language structures, word class and grammatical concepts used to describe and provide opinion on a range of topics.
NC Writing	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe things in writing.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people and actions in writing.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, things and actions in writing.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places and things in writing</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places and things in writing.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions in writing</p>

Hillcross Progression of Writing	<ul style="list-style-type: none"> Recognise and respond in written sentences to what a town has and does not have. Describe a town clearly, using phrases from memory and words, as introduced through a dictionary. 	<ul style="list-style-type: none"> Express ideas clearly using infinitive verbs from memory Introduce new words from a dictionary to describe what I like to do in a place and combine this with infinitive verb conjugations. Write phrases to introduce new vocabulary showing an understanding of transportation Describe the action of going somewhere and how you will arrive at the location. 	<ul style="list-style-type: none"> Write descriptive phrases to express what languages you, and someone else, can speak. Broaden vocabulary to develop new words relating to nationalities and incorporate them into longer pieces of written material with the use of a dictionary. Express ideas clearly and adapt and combine prior learning to write about a range of sentences that require the verb <i>tener</i>. 	<ul style="list-style-type: none"> Write descriptive phrases to express where you and someone else live. Describe, in increasingly longer passages, people, family and pets, using a range of verb conjugations and descriptive sentences to express ideas clearly. 	<ul style="list-style-type: none"> Write descriptive phrases to describe yourself and others. Express ideas clearly and adapt and combine prior learning to write using a range of sentences that require the irregular verb <i>ser</i>. Adapt sentences to include prior learning to evidence language structures which include familiar and new material to express opinions. 	<ul style="list-style-type: none"> Evidence a broad use of vocabulary with familiar and new material, assisted by dictionary use, to express opinions on different types of music. Adapt and consolidate prior learning to evidence a range of key grammatical and language structures to express ideas and share opinions.
NC Grammar	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.	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.	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.	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.	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.	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.
Hillcross Progression of Grammar	<ul style="list-style-type: none"> Use a range of definite and indefinite articles. Independently apply irregular verbs <i>haber</i> and <i>ser</i> in 1st-3rd person with examples of 6th person. Regularly apply negative verb conjugations. Independently apply a range of conjunctions. Regularly use intensifiers to enhance descriptive language 	<ul style="list-style-type: none"> Use a range of infinitive verbs and understand their application in Spanish language. Use the verb <i>poderse</i> and show application with infinitive verbs Independently apply irregular verbs <i>haber</i> in 1st-3rd person with examples of 6th person. Use <i>ir</i> in the present tense Use <i>en/a</i> prepositions to describe modes of transport Use contraction of <i>a+el</i> = <i>al</i>. 	<ul style="list-style-type: none"> Use, with accuracy, full conjugations of the verb <i>ser</i> Use, with accuracy, full conjugations of the verb <i>hablar</i> - applying AR verb rules Develop understanding and use of infinitive verbs within the context of Spanish language structure 	<ul style="list-style-type: none"> Use, with accuracy, full conjugations of the verb <i>vivir</i>, applying IR verb rules Use, with accuracy, full conjugations of the verb <i>tener</i> Independently apply, with accuracy, adjectival agreement Develop understanding and use of infinitive verbs within the context of Spanish language structure 	<ul style="list-style-type: none"> Independently apply regular (AR and IR) verbs, and irregular verb structures, with consistent accuracy Independently apply, with accuracy, adjectival agreement Apply a range of grammatical language structures to express opinions, evidencing accurate adjectival agreement 	<ul style="list-style-type: none"> Apply a range of grammatical language structures to express opinions, evidencing regular/irregular verb structures, prepositions, adjectival agreement/position, and range of conjunctions.

<p>NC pronunciation and spelling</p> <p>**(also applicable to reading, listening, writing and speaking skills).</p> <p>**See suggested list of stories, songs poems and rhymes below).</p>	<p>Develop accurate pronunciation and intonation when using familiar words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p>	<p>Develop accurate pronunciation and intonation when using familiar words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p>	<p>Develop accurate pronunciation and intonation when using familiar words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p>	<p>Develop accurate pronunciation and intonation when using familiar words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p>	<p>Develop accurate pronunciation and intonation when using familiar words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p>	<p>Develop accurate pronunciation and intonation when using familiar words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words.</p>
<p>Hillcross progression of pronunciation and spelling.</p>	<p><u>Independent application of:</u> Phonics and pronunciation of <u>e, ñ, u, o</u>.</p>	<p><u>Independent application of:</u> Phonics and pronunciation of <u>a, i, g</u> (before e or i) and <u>g</u> (before a/o/u) and <u>gu</u> (before e or i)</p>	<p><u>Independent application of:</u> Phonics and pronunciation of <u>b, v</u> (after vowel and at beginning fo word) & <u>ch</u></p>	<p><u>Independent application of:</u> Phonics and pronunciation of <u>a, i, g</u> (before e or i) and <u>g</u> (before a/o/u) and <u>gu</u> (before e or i)</p>	<p><u>Independent application of:</u> Phonics and pronunciation of <u>b, v</u> (after vowel and at beginning fo word) & <u>ch</u></p>	<p><u>Independent application of:</u> Phonics and pronunciation of <u>ü</u> and <u>u</u> (before a/e/o) & <u>rr</u> and <u>r</u> (at beginning of the word or after n/l/s)</p>