

Spanish Year 6			
Objectives	Content	Activities	Resources
<p>Personal Information.</p> <p>To develop fluency when exchanging personal information</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>POS 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>POS 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>Previously learnt questions and answers</p> <p>¿Y tú?</p> <p>Entonces, pues...</p>	<ul style="list-style-type: none"> • Practise all previous ways exchanging personal information. Question forms could be practised by clapping the rhythm of a question and children have to identify the question. They can then practise in pairs. • Encourage the correct intonation, distinguishing the difference between a statement and a question. Eg 'Hace buen tiempo'. And '¿Hace buen tiempo?' • Pupils could come up to the front individually and have a conversation with the teacher. Introduce '¿Y tú?' Encourage the children to become fluent by introducing words to help a conversation to flow and to help the speaker find strategies to give him time to think about what he's going to say next • This can be developed into pair-work with children coming up in twos to have a conversation in front of the class. A competitive element could be introduced by seeing how many questions and answers they can ask within a minute. • More interest could be added when the children become more confident by giving them personas to act out. Eg one pretends to be a stern policeman/woman interrogating the other. 	<p>Soft toy Timer</p>

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<p>The written form of familiar questions and answers.</p> <p>L4.1 Read and understand a range of familiar written phrases L6.3 Match sound to sentences and paragraphs L6.4 Write sentences on a range of topics using a model</p> <p>POS 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words. POS 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures. POS 7. Read carefully and show understanding of words,</p>	<p>¿Cómo te llamas? Me llamo.... ¿Cómo se llama? Se llama.....</p> <p>¿Dónde vives/vive? Vivo en ... Vive en ...</p> <p>¿Cuántos años tienes/tiene? Tengo...años. Tiene ...años.</p> <p>¿Cuándo es tu cumpleaños? Mi cumpleaños es el ... de ...</p> <p>¿De dónde eres? Soy de Inglaterra.</p> <p>¿Tienes hermanos?</p>	<ul style="list-style-type: none"> • Timed questions around the class ie set the timer and see how many questions the pupils can answer individually within a given time • Show the class the written questions on flashcards reading them aloud together and drawing attention to pronunciation and previously learnt spelling rules to ensure that seeing the written word does not distort their pronunciation • Use slow reveal technique to get pupils to identify questions by their start or finish. • Mix the cards up and offer the selection face downwards to a pupil who will choose a card, show the class and then give his/her own response. Class should then read the question together. • Do the above activities but use the flashcards for the answers, pupils will need to read the answer and supply the appropriate question • Place all the question and answer flashcards in two columns on the board, but not matched up. A child could come up and sort them into pairs whilst being timed. Subsequent children could try to beat the first child's time. • Place the flashcards back in their columns in a 	<p>Flashcards of written questions and answers.</p>

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<p>phrases and simple writing POS 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly POS 12. Understand basic grammar appropriate to the language being studied, such as (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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Si, tengo ... No, no tengo.</p> <p>¿Cuántas personas hay en tu familia? En mi familia hay ... persons: mi madre....</p> <p>¿Tienes mascota? Si, tengo.... Se llama... tiene... años.</p> <p>¿Qué ... te gusta?</p>	<p>mismatched way as above. Put a letter or number next to each question and answer. These letters or numbers don't have to be chronological, instead the teacher could choose particular letters or numbers that he/she wants to practise with the children. Call out a letter or number, the class has to find that question, read it and supply the letter or number of the corresponding answer. This can be done as a whole group, with the use of mini-whiteboards or as a competition with the first to respond winning the point.</p> <ul style="list-style-type: none"> Using the flashcards ask children to identify individual words eg using their mini whiteboards they could be asked to find and write down or call out individual words such as the word for 'lives' or 'I have'. Alternatively they could be asked to copy down the whole phrase that contains a particular word or verb. More advanced pupils could be asked to identify verbs and nouns in the questions and answers. The teacher might hold up a word and the class touches their head if it's a noun or does a running motion if it's a verb. Understanding the individual words. Verbs and other parts of speech will enable children to become more independent learners 	

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<p>Numeracy</p> <p><i>O4.2 Listen for specific words and phrases</i></p> <p>POS 1. Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>1,000 = mil 1,000,000 = un millón</p> <p>Doble Mitad Múltiplo de... Par Impar ¿Qué número va detrás de...? ¿Qué número va delante de...?</p>	<ul style="list-style-type: none"> • Revise all numbers using activities previously mentioned. • The children count in pairs, fives, tens, sometimes using different starting points. • The teacher calls out a number in Spanish. If it is an odd number the children touch their heads, if it is an even number they put their hands on their hips. • Use a counting stick or pieces of paper with a peg to ask where a given number might lie in relation to others. Eg 'diez está aquí (placing a peg at a point on a strip of paper) ¿Dónde está cincuenta? • Ask the pupils to name a missing number in a sequence. • Place 2 lots of 10 cards containing the numbers 0-9 on two different tables. Two pairs of pupils come up to compete against each other in finding the digits to make a number called out by the teacher. They show the numbers to the class. Numbers could consist of two, three, or even four digits as the pupils 	<p>Counting stick Counting strips Number flashcards Dice Number fans Two sets of small number cards up to 10</p>

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<p>Time (analogue and digital)</p> <p><i>O5.3 Listen attentively and understand more complex phrases and sentences</i> <i>P.O.S. 1 & 4</i></p> <p>The café</p> <p>To be able to order food in a café.</p> <p><i>O6.2 Perform to an audience</i> <i>O6.3 Understand longer and more complex phrases or sentences</i> <i>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</i></p>	<p>¿Qué hora es? Es la una. Son las dos y cuarto Son las cinco y media Son las ocho menos cuarto...</p> <p>¿Qué desea?</p> <p>Para mi (quiero) ...</p> <p>Una tostada Pan Un perrito caliente Una hamburguesa Una pizza Un bocadillo de jamón Un bocadillo de queso Patatas fritas Carne</p>	<p>become more proficient.</p> <ul style="list-style-type: none"> • Revise analogue time from year five • Using toy clock show that 'y cuarto' can be said as 'quince' and 'menos cuarto' as 'y cuarenta y cinco' using digital time • Teacher writes a random time on a piece of paper and doesn't show the class. The pupils guess the time responding to the clues 'es muy tarde', 'es muy temprano'. • The above could form a pair-work activity • Play human clocks as in year 5. <ul style="list-style-type: none"> • Present foods using flashcards or plastic foods. <i>Use prior knowledge of phonemes to elicit correct pronunciation.</i> • Deliberately stress the number of syllables in words when pronouncing them eg cho.. co..la..te. • Revisit preferences by asking '¿Te gusta el chocolate?' or '¿Prefieres café o té?' • The teacher places sets of food flashcards on two tables and makes a statement such as 'je 	<p>Set of teaching clock and mini clocks</p> <p>Plastic foods Elicit pack on foods Toy money</p>

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Objectives	Content	Activities	Resources
<p><i>L5.2 Make simple sentences and short texts</i></p> <p><i>L5. 3 Write words, phrases and short sentences using a reference</i></p> <p><i>L6.2 Identify different text types and read short, authentic texts for</i></p>	<p>Pollo Arroz Una ensalada Un huevo Un pastel Un helado de chocolate Un helado de vainilla Un helado de fresa Una tarta Un café Un café con leche Un té Una coca-cola Una fanta de limón/naranja Agua</p> <p>El menú por favor. La cuenta por favor ¿Cuánto es/cuesta? Es...</p> <p>Phonemes: ll, rr, cua, cue</p>	<p>voudrais un croissant'. The first pupil to respond correctly by holding up a flashcard gains a point.</p> <ul style="list-style-type: none"> Teacher goes round the class with a basket of foods asking '¿Qué desea?' in the style of a waiter/ waitress. Children respond with 'Quiero...' Develop this into a role play introducing the language 'el menú por favor' etc Children can act the role play in pairs, eventually coming up to the front to perform in front of the rest of the class. <ul style="list-style-type: none"> Pupils produce own menus using IT and sorting out all the vocabulary into categories. Use menus, preferably authentic ones to ask about prices. Eg '¿Cuánto es la pizza?' Use prices to generate maths eg 'Quiero pizza y patatas fritas. ¿Cuánto es?' 	<p>Authentic menus Menus produced by pupils</p>

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<p><i>enjoyment or information</i></p> <p><i>POS 1, 2, 3, 4, 10</i> <i>POS 6. Present ideas and information orally to a range of audiences</i> <i>POS 7. Read carefully and show understanding of words, phrases and simple writing</i></p> <p>Rooms in the house and furniture</p> <p>O4.2 Listen for specific words and phrases</p> <p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with</p>	<p>La casa El dormitorio La cocina El comedor El cuarto de baño El salón El jardín</p> <p>La cama El armario La mesa La silla</p>	<ul style="list-style-type: none"> • Use presenting and practising techniques to get pupils to recognise and to be able to say the rooms in the house and some items of furniture • Use previous techniques to familiarise pupils with the written words for these items • Use knowledge of phonemes to pronounce new words. • Repeat some of the previous phoneme 	<p>Flashcards/power-point of rooms Word cards for rooms.</p>

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<p>Un cuento oscuro</p> <p><i>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</i></p> <p>El Castillo Encantado</p> <p><i>L6.1 Read and understand the main points and some detail from a short written passage</i></p> <p><i>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</i></p> <p><i>L6.3 Match sound to sentences and paragraphs</i></p> <p><i>L6.4 Write sentences on</i></p>	<p>In addition to rooms in the house and prepositions;</p> <p>Las escaleras El pasillo Las cortinas</p> <p>In addition to rooms in the house, furniture and prepositions;</p> <p>El jardinero La doncella El niño La niña La cocinera El propietario</p>	<ul style="list-style-type: none"> • Look at pictures of rooms in the house and ask pupils to affirm or deny sentences said by the teacher about where things are in relation to each other. (this will help prepare students for the Asset Language type of exercises) • Pupils could read together and memorise this story which explores the rooms in a dark spooky house. • Revise the rooms in the house whilst telling the story of a haunted house. Pupils have to work out who was behind the crime. In doing so they will reinforce rooms in the house, prepositions, jobs, gender and adjectival agreement. They will have to listen to and read longer texts and pick out specific information. See the resource file for more detailed lesson plans and activities. 	<p>Story of 'Un cuento oscuro'</p> <p>El Castillo Encantado folder with multiple files (electronic) including Power Points, flashcards and activity sheets</p>

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<p><i>a range of topics using a model</i> POS 1, 2, 4, 5, 6, 7 POS 8 Appreciate stories, songs, poems and rhymes in the language POS 11 Describe people, places, things and actions orally and in writing.</p> <p>Places in the town to understand and use the names of places in their local area and put them into a context</p> <p>O4.2 Listen for specific words and phrases L4.3 Read some familiar words and phrases aloud and pronounce them correctly L6.3 Match sound to sentences and paragraphs</p> <p><i>P.O.S. 1, 3, 4, 5, 7, 8 & 12</i></p>	<p>En Liverpool hay ... No hay... ¿Hay ...? Aquí está...</p> <p>Un / el cine Un / el puerto Un / el quiosco Un / el supermercado Un / el estadio Un / el mercado Correos Un / el hotel Un / el hospital Un / el parque Una / la piscina Una / la catedral Una / la iglesia</p>	<ul style="list-style-type: none"> • Begin by revising <i>vivo en</i> (+ name of town or village) • Introduce and practise vocabulary for two or three places in the town using photographs, picture cards or video programmes if available, <i>eg Esto es correos, la escuela, el cine, la iglesia, el supermercado...</i> • Use different flashcard games to reinforce the vocabulary e.g. repeat if it's true; / what card is missing - Put the flashcards on the board then a volunteer shuts their eyes while you take one away – the child has to say which flashcard is missing, guess the flashcard boys against girls, the line game when the children must remember the order of the cards • When children can pronounce the new words accurately, show the written forms of a few words using text flash-cards. There could be a 	<p>Flashcards and power-point of places in the town.</p>

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<p>POS 9 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>Sports and hobbies</p> <p>To discuss preferences in terms of hobbies in both the first and third person</p> <p>O5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>L5. 3 Write words, phrases and short sentences using a</p>	<p>Una / la escuela</p> <p>Muchos / as</p> <p>¿Qué te gusta hacer?</p> <p>Me gusta ...</p> <p>No me gusta...</p> <p>Le gusta...</p> <p>No le gusta...</p> <p>Jugar al fútbol</p> <p>Jugar al cricket</p> <p>Jugar al voleibol</p> <p>Jugar al golf</p> <p>Jugar al bádminton</p> <p>Jugar al ping-pong</p> <p>Jugar al rugby</p> <p>Jugar al baloncesto</p> <p>Jugar al balonmano</p> <p>Jugar al tenis</p> <p>Practicar el ciclismo</p>	<p>time trial competition putting the items of vocabulary in alphabetical order</p> <ul style="list-style-type: none"> • Add <i>En Liverpool hay..., no hay...</i> drawing the children's attention to the differences between <i>un / el</i> and <i>una / la</i>. Children should also be made aware of the structure <i>hay</i> ie that it can be plural and singular and that it can be a question as well as a statement depending on intonation • Revise 'me gusta, no me gusta, me encanta, me gusta mucho, me gusta un poco, odio' using heart flashcards or gestures. • Introduce activities using flashcards or gesture • Use different flashcard games to reinforce the vocabulary e.g. repeat if it's true; / what card is missing - Put the flashcards on the board then a volunteer shuts their eyes while you take one away – the child has to say which flashcard is missing. Encourage the pupils to identify the picture with the phrase 'jugar al golf' etc. Play guess the flashcard boys against girls , the line game when the children must remember the order of the cards • Present and practice the phrases with 'jugar' then 'practicar', then other verbs. Employ activities that encourage pupils to categorise phrases into 	<p>Flashcards depicting hearts</p> <p>Flashcards/power-point of activities</p> <p>whiteboards</p>

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reference <i>P.O.S. 1, 2, 3, 4, 5, 7, 10 & 12</i>	Practicar el atletismo Practicar el esquí Practicar la natación Montar en bici Montar a caballo Montar en moto Leer Dibujar Nadar Bailar Escuchar música Ver la tele Jugar a la consola Phonemes: <i>j</i> and vowels	<p><i>these groups.</i></p> <ul style="list-style-type: none"> • Point out the sound of 'ar' or 'er' at the end of verbs and introduce pupils to the concept of verbs and that they change, depending on the person and tense. • Play pictictionary – a child draws an image to depict a hobby or a sport and other children have to guess the subject . An alternative is team pictictionary – the class counts to 20 in Spanish and a representative from the two teams has these 20 seconds to draw the subject the teacher mentions. The best picture gains a point for his/her team. It works better if the teacher closes his/ her eyes and makes an impartial judgement on the best picture. <i>Dibujad me encanta el baloncesto –teneis veinte segundos – ya.....stop !!!</i> • Revise verbs of opinion and extend to talk about the third person <i>le gusta</i> etc using famous personalities <i>David Beckham - ¿le gusta el tenis o el fútbol?</i> • Completion of a worksheet about various hobbies – children write in the correct vocabulary next to images (<i>some pupils should be encouraged to do as much as possible from memory, others will need more support.</i>) • Encourage children to talk about their favourite sports, using a survey/bar chart to record responses. Add days and times, if possible. 	Hobbies worksheet

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<p>Justify opinions <i>O5.2 Understand and express simple opinions</i></p> <p><i>P.O.S. 3</i></p>	<p>¿Por qué? ¿Por qué no? Porque... Creo que.... Es fácil El difícil Es divertido Es aburrido Es genial</p> <p>Phonemes: <i>qu</i> and</p>	<ul style="list-style-type: none"> • Produce a set of cards with pictorial cues, eg pictures of sports and a person and an opinion. In teams, children take turns to turn over a card and to say a whole phrase or sentence related to the picture, eg <i>me gusta / le gusta el tenis.</i> • Complete a survey about preferences for hobbies and write up the results in a graph • Battle-ships. Use power-point of grid with hobbies down one side and preferences down the other. Pupils have to choose a preference phrase and a hobby to make a sentence which selects a square on the grid. revealing behind the square a number of points they gain for their team. • Flashcard games, using miniwhiteboards, 'Heads Down, Thumbs Up' • Develop the discussion about likes and dislikes by asking the pupils why they like or dislike an activity • Recycle discussions about likes and dislikes of other things such as school subjects using the same language. The phrase 'creo que...' is a really useful one and pupils could be encouraged to use it in general ways in class for example when guessing a card or an animal or answering a maths question • Look at the sound <i>qu</i> in questions/responses like 	<p>Clue flashcards for this activity</p> <p>Power-point of preference grid.</p>

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<p>Classroom Language</p> <p><i>O6.3 Understand longer and more complex phrases or sentences</i> <i>L6.3 Match sound to sentences and paragraphs</i> P.O.S. 3</p> <p>Rhymes and well known sayings <i>O4.3 Listen for sounds, rhyme and rhythm</i> <i>IU 3.3 Identify social conventions at home and in other cultures</i> <i>IU 3.4 Make indirect or direct contact with the country/countries where</i></p>	<p>revisit vowels</p> <p>¿Puedo</p> <p>Ir al baño? jugar? Etc.</p> <p>La ronda del zapatero Compadre cómprame un coco. En la calle 24 Chocolate Con la a...</p>	<p><i>¿Qué te gusta hacer?, ¿Por qué? porque, creo que, esquí</i></p> <ul style="list-style-type: none"> Phrases for asking permission etc could be displayed around the class in order to prompt pupils to use them regularly More advanced pupils may be able to structure their own sentences using the language presented this year eg 'quisiera, me gusta, puedo' followed by the infinitives learnt Rhymes and tongue-twisters can be learnt as a way of reinforcing phonemes/graphemes etc. these can be introduced little by little by the FLA and can serve as a cultural reference. Comparisons can be made between our rhymes and playground games and those of the target language country. This would make a good project for exchanging with a link school abroad. When pronouncing tongue twisters and rhymes pupils could be asked to tap or clap when they hear 	<p>Phrase cards for display</p> <p>The FLA is a good resource for authentic rhymes and sayings.</p> <p>How to teach phonics.ppt</p>

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<p><i>the language is spoken</i></p> <p>Dictionary Skills</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5. 3 Write words, phrases and short sentences using a reference</p> <p><i>P.O.S. 9</i></p>	<p>Alphabet</p> <p>Phonemes: all previously encountered</p>	<p>a certain sound.</p> <ul style="list-style-type: none"> • Mexican wave- pupils should read a list of phonemes around the table and compete group by group to do it as quickly as possible • Bring a group of pupils up to the front of the class, give them some random words on flashcards. They have one minute to sort themselves into alphabetical order. The class assess the outcome of the task.. • This could be done differently by giving each table a group of words and competing to see which table can be the first to put their words into alphabetical order. • If children have access to individual dictionaries, or dictionaries they could share in a small group, they could be asked to look up a list of new words using a combination of English and Spanish words to look up. To do this task effectively they will need to be given some guidance on how to use a bi-lingual dictionary eg the abbreviations etc. <ul style="list-style-type: none"> • Play hangman with individual letters and then with phonemes. • Play the river game with a list of phonemes. 	<p>Bi-lingual dictionaries</p> <p>Flashcards of random words</p>

Grammar and literacy to be covered in Year Six:

- Reinforce the grammar points from previous years
- Reinforce sound spelling links, initial and final sounds, letter blends etc
- Use knowledge of spelling rules to attempt the pronunciation and spelling of new words.
- The written form of the familiar questions
- Recognise parts of speech particularly verbs and nouns and pronouns
- Substitute words in sentences
- Modal verbs
- Prepositions
- Dictionary skills
- The sound *qu*, plus revisiting *j, ñ, ll, rr, cu, co, ci, ce* and vowels

Graphemes:

A	E	I	O	U
LL	J	Ñ	RR	CE
CI	CH	CU	CA	CO
H	GE/I	GO/GA	GUE	GUA
AY	UA	UE	QU	V

Draft programme of study	KS2 Framework	Concrete examples
<p>1. Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>O 3.1 O 3.2 O 5.2 O 5.3 O 6.1 O 6.3 LLS 3.4 LLS 3.7 LLS 5.4 LLS 5.7 LLS 6.5 LLS 6.7 LLS 6.8</p>	<p>Repetition and recognition activities for café foods, places in the town, occupations, sports etc. Listening and joining in with texts such as <i>El castillo encantador</i> and <i>Un cuento oscuro</i></p>
<p>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words</p>	<p>O 3.1 O 4.2 O 4.1 O 6.1 O 6.2 L 3.1 L 3.2 L 4.3 L 6.3 KAL 3.6 KAL 3.7 KAL 4.5</p>	<p>Work done on the phonemes 'j, ll, gue and vowels, . when studying food and drink vocabulary. Consolidation of previously encountered phonemes. Use of phonemes to predict the sound of unknown words.</p>
<p>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>O 3.3 O 4.4 O 5.2 O 5.1 O 6.4 KAL 3.5 KAL 4.3 KAL 6.6 LLS 4.3</p>	<p>Develop fluency in general conversation. Ask someone to speak more slowly. Dialogue in the café. Express opinions about sports. Ask permission in the classroom. Ask questions in <i>El castillo encantador</i> to work out who is the murderer.</p>

	LLS 5.5 LLS 6.4	
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures	O 4.4 O 5.4 KAL 5.1 KAL 5.2 KAL 5.3 KAL 6.5	Ask and respond to personal questions. Speak in sentences about sports preferences. Ask for what you'd like in the café. Make statements about characters in the story <i>El castillo encantador</i> . Say what is and isn't in rooms in the house. Use prepositions to say where things are.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	KAL 3.1 KAL 3.2 KAL 3.3 KAL 4.5 KAL 5.4 LLS 3.2 LLS 3.3 LLS 5.3 LLS 6.8	Repetition activities throughout all topics. Use intonation to distinguish between a question and a statement. Read parts of the story <i>Un cuento muy oscuro</i> and <i>El castillo encantado</i> aloud and use knowledge of phonemes to ensure correct pronunciation of new words.
6. Present ideas and information orally to a range of audiences	O 3.3 LLS 3.5 O 4.4 O 5.1 O 5.4 O 6.2 O 6.4 IU 6.3	Present information to a detective in <i>El castillo encantado</i>
7. Read carefully and show understanding of words, phrases and simple writing	L 3.2 KAL 3.1 KAL 3.6 LLS 3.4 L 4.1 L 4.3 KAL 4.5	Read and show understanding of words for foods, rooms and furniture in the house, sports etc Read and understand longer phrases in the stories.

	LLS 4.11 L 5.1 KAL 5.4 LLS 5.9 L 6.1 KAL 6.4 LLS 6.5	
8. Appreciate stories, songs, poems and rhymes in the language	O 3.1 L 3.2 O 4.2 IU 4.3 O 6.1 L 6.2	Join in with story of <i>Un cuento muy oscuro</i> and <i>El castillo encantador</i> Learn by heart some authentic children's rhymes and chants
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	L 3.3 LLS 3.9 LLS 4.10 LLS 4.12 L 5.3 LLS 5.8 LLS 5.9 LLS 6.11	Encourage pupils to work out some of the new words presented in the text of <i>Un cuento muy oscuro</i> and <i>El castillo encantador</i> Pupils given some basic dictionary skills for looking up new words in a bi-lingual dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	L 3.3 LLS 3.9 L 4.4 KAL 4.5 LLS 4.9 LLS 4.10 L 5.3 KAL 5.2 KAL 5.3 LLS 5.2 LLS 5.8 L 6.4 KAL 6.3 KAL 6.5	Write some responses to personal information questions. Write and adapt sentences about sports and preferences. Some pupils will be able to write from memory.

	LLS 6.3 LLS 6.8	
11. Describe people, places, things and actions orally and in writing.	O and L strands as above	Describe a room using prepositions.
12. Understand basic grammar appropriate to the language being studied, such as (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.	KAL 3.4 KAL 3.5 KAL 3.8 KAL 4.1 KAL 4.2 KAL 4.4 KAL 4.5 KAL 5.2 KAL 5.3 KAL 5.5 KAL 5.7 KAL 5.8 KAL 6.1 KAL 6.2 KAL 6.3 KAL 6.5	The negative. Prepositions. Modal verbs when talking about sports. Recognise parts of speech within personal information questions and answers.