

Year 3 National Curriculum Coverage (Skills linked to Attainment Targets)

<u>Attainment Target</u>	<u>Skill/Activity examples</u>
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<ul style="list-style-type: none"> • Show that he/she recognises words and phrases by responding appropriately. • Follow simple instructions and link pictures or actions to language. eg. Do the correct actions when learning greetings, responses to the question <i>How are you?</i> Show the correct colour on a fan, do the correct action for months of year. Hold the correct animal picture card up, Thumbs up, Thumbs down game. Follow simple classroom instructions. Sing and do the actions to songs eg. <i>Uno, dos, tres; Los meses del año; En Silencio; Abre el libro.</i>
<p>Explore the patterns and sounds of language through songs, rhymes and link spelling, sound and meaning of words.</p>	<ul style="list-style-type: none"> • When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. • Read some familiar words aloud, using mostly accurate pronunciation. <i>Greetings songs, days of week/months of year songs, colours song.</i> <i>Oso Pardo Oso Pardo (Brown Bear, Brown Bear, what do you see?)</i> <i>La Oruga Muy Hambrienta (The very hungry caterpillar), Fruit songs eg. Si te gustan las manzanas di ñam ñam.</i> <i>Vamos de Picnic (Let's go on a Picnic)</i>
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<ul style="list-style-type: none"> • Ask and answer simple questions, for example about personal information. <i>What is your name? My name is..., greetings/farewell phrases, How are you? How old are you?</i>
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<ul style="list-style-type: none"> • Repeat sentences heard and make simple adaptations to them. eg. <i>Saying which pet I have, describing the colour of different animals, Saying which fruits I like/dislike, saying where I am (Vamos de Picnic)</i>
<p>Develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases.</p>	<ul style="list-style-type: none"> • Imitate pronunciation of key sounds and speak clearly when addressing an audience. <i>Key sounds addressed as written words are presented, main focus sounds are identified on Keys Sheets and End Points document. Children collect words they meet containing the same sounds on spidergrams in their Sounds Collection Books which travel up through KS2 with them.</i>

<p>Present ideas and information orally to a range of audiences.</p>	<ul style="list-style-type: none"> • Exchange simple greetings and basic information about self with a partner and the class. <i>Greetings/farewell phrases, age, my favourite pet.</i>
<p>Read carefully and show understanding of words, phrases and simple writing.</p>	<ul style="list-style-type: none"> • Recognise some familiar phonemes, words and phrases in written form. <i>Reading quizzes presented in UNLOCK quizzes.</i> <i>Modelled throughout on powerpoints, stories, Key Sounds charts.</i>
<p>Appreciate stories, songs, poems and rhymes in the language.</p>	<ul style="list-style-type: none"> • When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. • Read some familiar words aloud, using mostly accurate pronunciation. • Recognise some familiar phonemes, words and phrases in written form. <i>Songs and rhymes will be presented on powerpoint presentations.</i> <i>Greetings songs, days of week/months of year songs, colours song.</i> <i>Oso Pardo Oso Pardo (Brown Bear, Brown Bear, what do you see?)</i> <i>La Oruga Muy Hambrienta (The very hungry caterpillar), Fruit songs eg. Si te gustan las manzanas di ñam ñam.</i> <i>Vamos de Picnic (Let's go on a Picnic)</i>
<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>	<ul style="list-style-type: none"> • Learn and remember new words encountered in reading. • Explore the 2 sides of a bilingual dictionary. <i>Find some different pets/animals in the dictionary.</i>
<p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly.</p>	<ul style="list-style-type: none"> • Write some single words from memory. • Write simple sentences, making a small adaptation to a familiar one. <i>Pets - I've got a.... My favourite animal is...</i>
<p>Describe people, places, things and actions orally and in writing.</p>	<ul style="list-style-type: none"> • Use simple adjectives such as colours to describe things orally. • Use simple adjectives such as colours to describe things in writing (no adjectival agreement required) • Record descriptive sentences using a word bank. <i>Describe pets with colours, I like/don't like...</i> <i>Describing picnic locations with colours. (Vamos de Picnic)</i>

Understand basic Spanish grammar.
(Masculine and feminine forms; 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.)

For more precise details of the grammar covered and links between year groups see Medium Term Plans and End Points Document.

- Recognise the main word classes eg. nouns, adjectives and verbs.
- Understand that nouns may have different genders and can recognise clues to identify this such as the difference in articles.
- Understand that nouns can be singular or plural and that this is represented through the different articles. (Pets, fruit, Picnic foods)
- Have basic understanding of the usual order of words in sentences in Spanish. Eg. the adjective comes **after** the noun. Eg. Describing pets with a colour
- Know how to keep the pattern of the sentence the same and know which element/s to change in order to produce different sentences.
- Begin to use the conjunction **y** (and) and preposition **en** (in or on)
- Know that an accent tells us to stress that particular sound. (días is stressed on the 'i')

Begin to notice differences and similarities to English.

- Understand the differences in basic punctuation - an upside down question mark/exclamation mark is used at the beginning of a question/exclamation, in addition to the normal one at the end.
- Days of the week and months of the year do not begin with a capital letter in Spanish.