

Year 4 National Curriculum Coverage (Skills linked to Attainment Targets)

| <u>Attainment Target</u>  | <u>Skill/Activity examples</u>   |
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| Listen attentively to spoken language and show understanding by joining in and responding.  | <ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. <i>Fuera de aquí, horrible monstruo verde, Ahora no Bernardo, Easter egg story.</i></li> </ul>   |
| Explore the patterns and sounds of language through songs, rhymes and link spelling, sound and meaning of words.                          | <ul style="list-style-type: none"> <li>• Listen to and repeat particular phonemes with more accuracy in songs and rhymes and begin to make links to spellings. <i>Classroom Objects Rap, Amiguito baila conmigo, Chu Chuah Chu chuah, Heads, Shoulders Knees and Toes, Oh Estoy Enfermo.</i></li> <li>• Notice that Spanish may contain different phonemes and that some similar sounds may be spelt differently to English. <i>Powerpoints created to illustrate the link between the same sounds that occur in vocabulary met so far. Children collect the vocabulary on spidergrams in Sound Collection Books.</i></li> <li>• Recognise the patterns in numbers. <i>Numbers 0 -31, saying birthday date.</i></li> </ul> |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.          | <ul style="list-style-type: none"> <li>• Ask and answer a range of questions on different topic areas. <i>Where do you live? Alternative question and responses to How are you?</i></li> <li>• Give simple commands. <i>Camina con Cosmo, Simon Says (Parts of face), Directions around school, move/lift/turn parts of the body.</i></li> <li>• Begin to express simple opinions. (Using 'but' to lengthen sentence) <i>Ice cream flavours and preferences.</i></li> </ul>  |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures.   | <ul style="list-style-type: none"> <li>• Using familiar sentences as models, make varied adaptations to create new sentences. <i>Giving directions, describing aliens, ice-cream preferences. Look at nouns, verbs and adjectives in the sentence.</i></li> </ul>  |
| Develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases. | <ul style="list-style-type: none"> <li>• Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud more accurately. <i>Throughout.</i></li> <li>• Follow the written version of a text he/she is listening to. <i>Firework poem, Ahora No Bernardo, Fuera de aquí... Songs eg. La Mochila Roja</i></li> </ul>   |

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| Present ideas and information orally to a range of audiences.  | <ul style="list-style-type: none"> <li>• Read aloud using more accurate pronunciation, and present a short, learnt piece for performance. <i>Firework poem, description of hair and eyes.</i></li> </ul>  |
| Read carefully and show understanding of words, phrases and simple writing.  | <ul style="list-style-type: none"> <li>• Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud more accurately. <i>Throughout,</i></li> </ul>  |
| Appreciate stories, songs, poems and rhymes in the language.   | <ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</li> <li>• Listen to and repeat particular phonemes with more accuracy in songs and rhymes and begin to make links to spellings.</li> <li>• Follow the written version of a text he/she is listening to. <i>Stories and songs as above.</i></li> </ul>  |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | <ul style="list-style-type: none"> <li>• Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. <i>Ahora no Bernardo., Fuera de aquí, La Mochila.</i></li> <li>• Understand how the bilingual dictionary tells us whether a noun is masculine or feminine. <i>Classroom equipment.</i></li> </ul>   |
| Write phrases from memory and adapt these to create new sentences, to express ideas clearly.   | <ul style="list-style-type: none"> <li>• Write some single words and short phrases from memory. <i>Classroom equipment, parts of the school, parts of the body.</i></li> <li>• Using familiar sentences as models, make varied adaptations to create new sentences. <i>Describe where I am, describe where Wally is. Telling the time to the hour.</i></li> </ul>   |
| Describe people, places, things and actions orally and in writing.   | <ul style="list-style-type: none"> <li>• Use a range of adjectives to describe things in more detail (adjectival agreement required), such as describing someone's appearance.</li> <li>• Write descriptive sentences using a model but supplying some words from memory. <i>Classroom equipment, describe hair and eyes, describe alien's face and body, describe Easter Eggs.</i></li> <li>• Give simple commands. <i>Eg. Simon Says (Parts of Face), Directions around school.</i></li> <li>• Begin to express simple opinions. (Using 'but' to lengthen sentence) <i>Ice cream flavours and preferences.</i></li> </ul> |
| Understand basic Spanish grammar. (Masculine and feminine forms; the conjugation of high-frequency verbs; key features and patterns of the language; how             | <ul style="list-style-type: none"> <li>• Recognise a wider range of word classes including commands (imperatives), pronouns, articles and prepositions, and use them appropriately.</li> </ul>  |

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.

- Know that an adverb describes how the action is being done and begin to recognise them in Spanish by their pattern. (Commands)  
Eg. *lentamente, rápidamente, felizmente, tristemente.*  
slowly quickly happily sadly
- Understand how the bilingual dictionary tells us whether a noun is masculine or feminine.
- Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.  
This includes 1<sup>st</sup> person possessive adjectives  
*Mi madre/mis padres*  
my mum my parents
- Use preferences and conjunctions 'and' and 'but' to build sentences.
- Understand that certain phrases change form depending on whether they refer to a singular/plural noun. Eg. *Me gusta/me gustan.* Link this pattern to other phrases such as *me duele/me duelen.*
- Recognise the pattern of the phrase to describe 1 o'clock times differs from the other phrases describing times involving numbers more than one. *Es la una, son las dos.*
- Recognise questions and negative sentences.
- Use the preposition 'de' to mean 'of' in different senses.  
eg. *La sala de la directora* (belonging to)  
The headteacher's room  
*Un helado de chocolate.*  
A chocolate ice cream. (Describing)