



	<b>Year 3</b> Y3 iLanguages Scheme	<b>Year 4</b> Y4 iLanguages Scheme	<b>Year 5</b> Y4 iLanguages Scheme	<b>Year 6</b> Y4 iLanguages Scheme
<b>Disciplinary Knowledge:</b>	<b>Key Vocabulary:</b> see medium term planning/ individual lesson plans for key vocabulary.	<b>Key Vocabulary:</b> see medium term planning/ individual lesson plans for key vocabulary.	<b>Key Vocabulary:</b> see medium term planning/ individual lesson plans for key vocabulary.	<b>Key Vocabulary:</b> see medium term planning/ individual lesson plans for key vocabulary.
Listen and understand Listen and recount Identify sound-spelling link Transcribe	<b>Substantive Knowledge:</b> <b>The full range of objectives are available on the iLanguages Scheme of Work.</b>  <b>Listening</b> Listen to and understand familiar spoken words and phrases. Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story. Identify phonemes in the target language and use them to aid understanding. Listen to the phoneme or words including the phoneme and transcribe accurately.  <b>Reading</b> Read and understand some familiar written words and short phrases, sometimes using visual cues. Read aloud individual words and short phrases with accurate pronunciation. Identify familiar words in a text. Read aloud words and short phrases, applying some phonic knowledge.  <b>Speaking</b> Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation. Ask and answer simple pre-learned questions from memory and use several short phrases and questions.  <b>Writing</b> Copy words and short phrases accurately. Write some familiar simple words from memory, with plausible spelling. Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). Translate words from Spanish to English and English to Spanish.  <b>Grammar</b> Use indefinite ( <i>un, una, unos, unas</i> ) articles in the masculine, feminine and plural nouns. Use definite ( <i>el, la, los, las</i> ) articles in the masculine, feminine and plural nouns. Form regular plural nouns. Identify adjective and noun position.	<b>Substantive Knowledge:</b> <b>The full range of objectives are available on the iLanguages Scheme of Work.</b>  <b>Listening</b> Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. Use strings of phonemes to help understand new words and short phrases. Listen to high-frequency familiar words and phrases and transcribe accurately.  <b>Reading</b> Read and understand a range of familiar written phrases and simple sentences. Read aloud a series of sentences with accurate pronunciation and intonation. Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English. Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. Be able to recognise and use letters of alphabet to spell short basic words with support.  <b>Speaking</b> Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.  <b>Writing</b> Write sentences accurately using support such as a sentence builder or word list to check spellings. Write several short phrases or sentences from memory with understandable spelling. Adapt different elements of a sentence to create new sentences using a sentence builder. Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.	<b>Substantive Knowledge:</b> <b>The full range of objectives are available on the iLanguages Scheme of Work.</b>  <b>Listening</b> Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. Use strings of phonemes to help understand new words and short phrases. Listen to high-frequency familiar words and phrases and transcribe accurately.  <b>Reading</b> Read and understand a range of familiar written phrases and simple sentences. Read aloud a series of sentences with accurate pronunciation and intonation. Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English. Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. Be able to recognise and use letters of alphabet to spell short basic words with support.  <b>Speaking</b> Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation.  <b>Writing</b> Write sentences accurately using support such as a sentence builder or word list to check spellings. Write several short phrases or sentences from memory with understandable spelling. Adapt different elements of a sentence to create new sentences using a sentence builder. Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource.	<b>Substantive Knowledge:</b> <b>The full range of objectives are available on the iLanguages Scheme of Work.</b>  <b>Listening</b> Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. Use strings of phonemes to help understand new words and short phrases. Listen to high-frequency familiar words and phrases and transcribe accurately.  <b>Reading</b> Read and understand a range of familiar written phrases and simple sentences. Read aloud a series of sentences with accurate pronunciation and intonation. 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Read and understand Read aloud Use reference materials Apply phonic knowledge Apply knowledge of alphabet				



	<p>Use masculine, feminine and plural adjectives correctly.  Use the conjunctions <i>y, también, pero</i>.  Use the high-frequency verb forms in the 1<sup>st</sup> person (e.g. <i>tengo, soy</i>) and opinion verbs confidently.  Use <i>es</i>.  Use <i>quisiera</i> to express a desire or request.  Use the negative '<i>no</i>' with opinion verbs in the 1<sup>st</sup> person.</p> <p><b>Cultural Awareness and Understanding</b>  Foster children's curiosity about Spain: an introduction to Spain and its capital city.  Key vocabulary relating to traditional events, i.e. Christmas and Easter.  Appreciate authentic songs and rhymes.</p>	<p><b>Grammar</b>  Use a variety of plural nouns, including some irregular ones.  Use adjectives (agreement and position) with more confidence.  Use possessive adjectives (<i>mi, mis</i>).  Use the conjunctions <i>porque</i>.  Use the high-frequency verb forms in the 1<sup>st</sup> and 3<sup>rd</sup> person (e.g. <i>tengo, tiene, soy, es</i>) confidently.  Use opinions + infinitive verbs.  Use <i>quisiera</i> to express a desire or request.  Use the negative '<i>no</i>' with a range of high frequency verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p> <p><b>Cultural Awareness and Understanding</b>  Foster children's curiosity about life in Spain: an introduction to daily life in Spain.  Typical customs and traditions e.g. April Fool's Day.  Appreciate authentic songs, poems and rhymes.</p>	<p><b>Grammar</b>  Use a variety of plural nouns, including some irregular ones.  Use adjectives (agreement and position) with more confidence.  Use possessive adjectives (<i>mi, mis</i>).  Use the conjunctions <i>porque</i>.  Use the high-frequency verb forms in the 1<sup>st</sup> and 3<sup>rd</sup> person (e.g. <i>tengo, tiene, soy, es</i>) confidently.  Use opinions + infinitive verbs.  Use <i>quisiera</i> to express a desire or request.  Use the negative '<i>no</i>' with a range of high frequency verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p> <p><b>Cultural Awareness and Understanding</b>  Foster children's curiosity about life in Spain: an introduction to daily life in Spain.  Typical customs and traditions e.g. April Fool's Day.  Appreciate authentic songs, poems and rhymes.</p>	<p><b>Grammar</b>  Use a variety of plural nouns, including some irregular ones.  Use adjectives (agreement and position) with more confidence.  Use possessive adjectives (<i>mi, mis</i>).  Use the conjunctions <i>porque</i>.  Use the high-frequency verb forms in the 1<sup>st</sup> and 3<sup>rd</sup> person (e.g. <i>tengo, tiene, soy, es</i>) confidently.  Use opinions + infinitive verbs.  Use <i>quisiera</i> to express a desire or request.  Use the negative '<i>no</i>' with a range of high frequency verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p> <p><b>Cultural Awareness and Understanding</b>  Foster children's curiosity about life in Spain: an introduction to daily life in Spain.  Typical customs and traditions e.g. April Fool's Day.  Appreciate authentic songs, poems and rhymes.</p>
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