**Examples of activities from S.O.W. to meet end of year objectives – Year 6**

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| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 6 pupils:** |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. | **6.1** Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly, **e.g. Unit 21 lesson 3 – customer/waiter dialogue.**  **6.2** Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material, **e.g. Unit 21 lesson 6 – actions for recipe action instructions.** |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **6.3** Can write individual words accurately, building them from written syllables, **e.g. Unit 20 lesson 2 – dictation activity with verb word cards.**  **6.4** Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated, **e.g. e.g Unit 19 lesson 4 – writing names of continents.** |
| Engage in conversations; ask and answer questions;  express opinions and respond to those of others | **6.5** Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others, **e.g. Unit 22 lesson 5 – interviewing a partner.**  **6.6** Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others, **e.g. Unit 22 lesson 5 – interviewing a partner.** |
| Seek clarification and help | **6.7** Can use a repertoire of classroom language with teacher and peers, **e.g. A mí me toca. All units and lessons.** |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures  Present ideas and information orally to a range of audiences | **6.8** Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation,  **e.g Unit 22 lesson 2 – using adjectives in a sentence to describe opinions of sections in a newspaper.** |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **6.9** Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge, **e.g. Unit 20 lesson 1 – past tense (preterite) verb practice in power point and role play.** |
| Read carefully and show understanding of words, phrases and simple writing | **6.10** Can understand a short text made up of short sentences with familiar language on a familiar topic, **e.g. Unit 19 lesson 8 – descriptions of rivers.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **6.11** Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning, **e.g. Unit 20 lesson 2 – understanding slide 4 of power point story.** |
| Use a dictionary | **6.12** Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words,  **e.g. Unit 20 lesson 3 – use of glossary that indicates word class.**  **6.13** Can appreciate that Spanish words do not always have a direct equivalent in English, **e.g. Unit 21 lesson 1 – patatas bravas (menus).** |
| Write words and phrases from memory | **6.14** Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling, **e.g. Unit 21 lesson 5 – writing a role play dialogue.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | **6.15** Can write sentences on a few topics using e.g. a model, a writing frame, sentence starters, **e.g. Unit 19 lesson 8 – writing a description of a river based on a model.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,  adjectives (place and agreement),  conjugation of key verbs (and making verbs negative),  connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | **6.16** Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences, **e.g. Unit 22 lesson 5 – interview with a partner.**  **6.17** Can use correct gender articles, demonstrating knowledge of the  patterns learnt, with admissible frequent errors and omissions in independent use, **e.g. Unit 20 lesson 4 – text from slide 6 onwards in power point of story.**  **6.18** Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use, **e.g. Unit 22 lesson 2 – newspaper headings.**  **6.19** Can use the verbs ‘to be’ and ‘to have’ in several different contexts, still with some errors, **e.g. Unit 19 lesson 7 – differentiation between ‘estar’ and ‘ser’ verbs re description of continents and location of rivers.**  **6.20** Can use subordinating connectives, e.g. ‘because’, **e.g. Unit 22 lesson 4 – porque** |

**Spanish Planning Year 6 Unit 22 Lesson 1 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can recognise news’ item sections from a news’ website (PoS 8)** * **can understand a short news’ text (PoS 7)** * **can pronounce soft ‘c’ correctly (PoS 6)** | El/un periódico the/a newspaper  Noticias news  América Latina Latin America  Internacional  Economía  Tecnología  Ciencia  Salud health  Cultura  Deportes sport | In this final year 6 unit pupils will consolidate and celebrate what they have learnt during KS2, and will work together to produce texts for a class newspaper. The texts that pupils create at the end of the unit will be the Summative Assessment Task 2 for year 6.  In English discuss with pupils how we learn about local and world news (TV, online, newspapers). Ask them if the same topics are covered everywhere and what columns we would expect to find in a hard copy or online newspaper (e.g. sport, weather).  Play the power point – newspaper sections – with sound and instructions, which will introduce pupils to the vocabulary in ‘New Learning’. Go as far as slide 14 only.  Show pupils the BBC Mundo (World Service) home page and ask pupils to tell you the meanings of the horizontal tabs, most of which are cognates and pupils saw in power point. Ask pupils which sections are not on the online website (e.g. TV guide, weather, fashion, cookery). Ask why there is a Latin American tab.  Give pupils a copy of a simple news article in Spanish, and ask them to work in pairs, and to make a note on a mini-whiteboard of what they have understood. See ‘Resources’ for an example.  Daily Practice – pupils shown an item of news on the Spanish news’ website during the week | | | BBC Mundo is part of the BBC World Service's foreign language output  <http://www.bbc.co.uk/mundo>  Mini-whiteboards  See Mary Glasgow publications for pupil magazines  <http://tinyurl.com/q9cc6pc>  At end of unit:  Newspaper sections – power point with sound and instructions.  News article | | Soft ‘c’ in ‘noticias’  (noh-tee-thee-yahs) – like ‘th’ in English word ‘thin’  The headings appear without the definite articles on the tabs on the BBC Mundo website |
| **Assessment opportunities** | Reading task | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  **6.1,6.2** | | **Intercultural Understanding** | **Knowledge about Language**  **6.4** | | **Language Learning Strategies**  **6.5** | |

**Spanish Planning Year 6 Unit 22 Lesson 2 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand gender of nouns, definite articles, agreement of adjectives and ‘is’ and ‘are’ (PoS 12)** * **can give their opinion of news’ sections (PoS 5)** * **can pronounce soft ‘g’ correctly (PoS 6)** | Las noticias the news section  Las cartas the letters section  La cocina the cookery section  La salud the health section  Los deportes the sports’ section  El tiempo the weather section  La moda the fashion section  La tecnología the technology section  La televisión the television section  Los viajes the travel section  Es bueno/interesante/aburrido/a  fantástico/a/divertido/a  (it’s good/interesting/boring/fantastic/fun)  Son  buenos/interesantes/aburridos/as/  fantásticos/as/divertidos/as  (they are/it’s (as ‘section’ added in translation) good/interesting/boring/fantastic/fun)  e.g.  La moda es fantástica (the fashion section is fantastic)  Los deportes son interesantes (the sports section is interesting)  Es=is and son=are | Play Newspaper sections’ power point again, from slide 15 onwards to introduce some further newspaper sections.  Show newspaper sections word flashcards – with the word ‘the’. Put them on the board and say each, with pupils repeating. Ask pupils to comment on gender/singular and plural of definite article and similarity or not with English.  Reminder that nouns in Spanish are either masculine or feminine and have 4 words for the definite article.  Tell pupils they will soon be giving their opinion on sections in a newspaper, and begin by revising/teaching some key adjectives. Say each adjective in masculine form e.g. fantástico, and, guided by your tone of voice/previous knowledge, pupils put their thumbs up/down to show positive/negative. Repeat, faster and faster each time. Place word cards of the adjectives on the board. Draw notice to 4 forms for some of them and ask why, i.e. masculine and feminine singular and plural. Ask pupils which one is, e.g. boring, masculine singular form, and reply will be aburrido, etc. Tell pupils that ‘interesante’ is the same in masculine/feminine singular forms as it is an invariable adjective.  Model simple sentences, e.g. El tiempo es fantástico and la cocina es divertida and ask for comments. Invite pupils to make similar sentences in pairs with the adjective cards, as well as the newspaper section cards on the board. Write the verbs ‘es’ and ‘son’ on the board too for further support.  N.B. Las noticias son interesantes is translated literally as ‘The news are interesting’ but in English you would say: ‘The news/news’ section is interesting’.  Daily Practice – pupils give an opinion on a newspaper section at registration | | | At end of unit:  Newspaper sections – power point with sound and instructions.  Word cards for newspaper sections  Adjective word cards | | Soft ‘g’ in ‘tecnología’  **Adjectives must agree with the noun they are describing:**  Adjectives ending in **e** > just add **–s** for plurals:  Los deportes son interesantes - The sports’ section is interesting.  **Adjectives ending in o > change to ‘a’ with feminine words:**  El tiempo es bueno - The weather section is good.  La moda es fantástic**a** - The fashion section is fantastic.  **For the above adjectives you need to add –s to make plural:**  Las noticias son aburrid**as** - The news’ section is boring.  Los viajes son divertid**os** - The travel section is fun. |
| **Assessment opportunities** | Listen to pupil sentences | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  **6.3** | | **Intercultural Understanding** | **Knowledge about Language** | | **Language Learning Strategies**  **6.1** | |

**Spanish Planning Year 6 Unit 22 Lesson 3 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand the use of adverbs before adjectives (PoS 12)** * **can give their opinion about news’ sections and ask a partner for their opinon (PoS 3)** * **can pronounce ‘ue’ dipthong correctly (PoS 6)** | Las noticias  Las cartas  La cocina  La salud  Los deportes  El tiempo  La moda  La tecnología  La televisión  Los viajes travel  Es bueno/interesante/aburrido/a  fantástico/a/divertido/a  (it’s good/interesting/boring/fantastic/fun)  Son  buenos/interesantes/aburridos/as/  fantásticos/as/divertidos/as  (it’s/they’re\* good/interesting/boring/fantastic/fun)  Muy very  (mwee)  Demasiado too  (deh-mah-syah-doh)  \*See additional information on this in lesson 2. | Revise adjectives with team guessing game. Conceal a card, e.g. aburrido and the first team member to guess it, in its masculine singular form, gets a point.  Revise adverb ‘muy’ and introduce adverb ‘demasiado’ through sentences with a puppet, e.g. La salud es demasiado aburrida and La moda es muy interesante, using tone of voice/actions/mime to aid pupil comprehension.  Tell pupils they are going ask a partner their opinion about news’ sections.  Model with a puppet:  ¿Te gusta la cocina? (Sí), me gusta la cocina. Es fantástica. (Do you like the cooking section? (Yes) I like the cooking section. It is fantastic).  ¿Te gustan los deportes? (No), no me gustan los deportes. Son aburridos. (Do you like the sports’ section? (No) I do not like the sports’ section. It is boring).  Ask pupils each time what has been asked and answered.  Draw notice to pupils of the ‘agreement’ of adjectives re gender and number.  Place word cards of sections, adjectives, adverbs and verbs for support on board and pupils practise in pairs.  Daily Practice – at registration pupils say, e.g. el tiempo es… or los viajes son… + adjective | | | Puppet  At end of unit:  Word cards for newspaper sections  Adjective word cards  Verb word cards  Adverb cards | | ‘uy’ dipthong in ‘muy’, which rhymes with the English word ‘we’ (mwee)  ¿Te gusta…?/Me gusta…when singular noun follows  ¿Te gusta**n**…?/Me gusta**n**…when plural noun follows |
| **Assessment opportunities** | Listen to pupil role plays | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.3, 6.4** | **Literacy**  **6.3** | | **Intercultural Understanding** | **Knowledge about Language 6.6** | | **Language Learning Strategies** | |

**Spanish Planning Year 6 Unit 22 Lesson 4 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand how to condense the 2 sentence opinion reply from previous lesson into 1 sentence with the connective ‘porque’ (PoS 12)** * **can participate in a role in pairs about favourite newspaper section using ‘porque’ (PoS 3)** * **can pronounce ‘cc’ correctly (PoS 6)** | La sección the section  (sek-thee\*-YON)  Las noticias  Las cartas  La cocina  La salud  Los deportes  El tiempo  La moda  La tecnología  La televisión  Los viajes  Es bueno/interesante/aburrido/a  fantástico/a/divertido/a  Son  buenos/interesantes/aburridos/as/  fantásticos/as/divertidos/as  Muy very  Demasiado too  ¿Cuál es tu sección favorita del periódico? What is your favourite newspaper section?  ¿Por qué? Why?  Porque Because  \*’th’ as in ‘thin’ | Use soft ball to revise questions and answers from previous lesson and encourage full answers.  Ask pupils if they can remember how to create one sentence out of two, i.e. by using the connective ‘porque’(por-keh), then model – questions and answers about newspaper sections – with puppet:  ¿Te gusta la salud?  (Sí), me gusta la salud porque es (muy) interesante.  ¿Te gusta el tiempo?  (No), no me gusta el tiempo porque es (demasiado) aburrido.  Place support cards on board as for previous lesson and write the word ‘porque’.  Pupils practise role play in pairs.  Throw soft ball to a pupil and ask: ¿Cuál es tu sección favorita del periódico? (KWAL/es/too/sek-thee\*-YON/ fav-or-ee-tah/del/peh-ree-OH-dee-koh).  If they hesitate, say, pointing to self: Mi sección favorita es la televisión. When pupil answers, ask: ¿Por qué? (por/KEH). For support, repeat: Mi sección favorita es la televisión (and add) porque es (muy) buena.  Write the question: ¿Por qué? on the board too, and, again, pupils practise new question and answer in pairs at their level of ability. See ‘Phonic…’ section for examples.  \*’th’ as in ‘thin’  Daily Practice – pupils say their favourite newspaper section at registration with a reason if possible. | | | Puppet  Ball  At end of unit:  Word cards for newspaper sections  Adjective word cards  Adverb word cards  Verb word cards | | ‘cc’ in ‘sección’  (sek-thee\*-YON)\* as the ‘th’ in the English word ‘thin’  When the ‘c’ doubles, both letters are pronounced differently  Question:  ¿Por qué? Why?  Connective:  Porque Because  ¿Cuál es tu sección favorita del periódico?  1) Mi sección favorita es la televisión.  2) Mi sección favorita es la televisión. Es (muy) buena.  3) Mi sección favorita es la televisión porque es (muy) buena. |
| **Assessment opportunities** | Listen to pupil role plays | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  **6.3** | | **Intercultural Understanding** | **Knowledge about Language** | | **Language Learning Strategies**  **6.1** | |

**Spanish Planning Year 6 Unit 22 Lesson 5 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand questions and answers re self (PoS 7 and PoS 12)** * **can practise asking and answering questions re self with a partner (PoS 3)** * **can pronounce ‘ñ’ correctly (PoS 6)** | el año escolar the school year  los alumnos the pupils  el instituto secondary school  neuestro periódico escolar  our school newspaper | Tell pupils they are going to produce a version of a Spanish newspaper in which they will be featuring, and which they will be taking with them to secondary school\*. The paper will contain information about them and their interests and aspirations, and will draw on all of the Spanish that they have been learning. Ask them to think of the pages in which they would be most likely to find themselves if they were in a newspaper e.g. sport, travel. This should reflect what pupils are good at and/or interested in.  Introduce pupils to the front page that has a short introductory paragraph in Spanish - see power point with sound in ‘Resources’. Below is the text in Spanish and English:  ‘Es es fin del año escolar. El año 6 va a terminar el colegio. En septiembre los alumnos van al instituto, pero puede informarse sobre los alumnus en nuestro periódico escolar’.  (It is the end of the school year. Yr 6 is going to leave primary school. In September the pupils are going to secondary school, but you can find out all about them in our school newspaper).  Elicit from pupils what information they could include in an article about themselves, e.g. name, age, pastimes, etc., and give pupils a copy of the help sheet in ‘Resources’. Go through the sheet with pupils, and ask named pupils to read out Spanish answers they would give to the questions at the top. This can also be done in pairs.  Daily Practice –practice of questions and answers with a partner | | | At end of unit:  Introductory paragraph in power point with sound.  Help sheet with questions and answers from previous units in the s.o.w. in Spanish. | | ‘ñ’ in ‘año’  Los alumnos is the masculine plural word for male pupils and also for male and female pupils together.  Las alumnas is the feminine plural word for female pupils only  \*This will be for pupils going to the same secondary school. The Spanish newspaper format can be adapted of course for any pupil who is the only one going to a particular secondary school. |
| **Assessment opportunities** | Listen to pupil role plays | | | | | | |
| **KS2 Framework Objective**  **Oracy 06.4** | **Literacy**  **6.1** | | **Intercultural Understanding** | **Knowledge about Language** | | **Language Learning Strategies**  **6.5** | |

**Spanish Planning Year 6 Unit 22 Lessons 6 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can use a bi-lingual dictionary (PoS 9)** * **can write a short text about themselves, including interests and future job (PoS 11)** * **can pronounce ‘z’ correctly (PoS 6)** | el año escolar the school year  los alumnos the pupils  el instituto secondary school  nuestro periódico escolar  our school newspaper  Me gustaría ser actor/actriz (I would like to be an actor/actress)  (meh/goost-ah-REE-ah/ak-tor/ac-treeth)  página page  (PAH-hee-nah)  También also  (Tahm-bee-EHN) | Pupils prepare a short text about themselves to go in an appropriate newspaper section, e.g a pupil who enjoys sport would place their article in the sports’ section, using the help sheet used in previous lesson and the Spanish phrase and word booklet for support (see ‘Resources’ for the latter). This will be the Summative Assessment Task 2 for year 6.  Teach ‘Me gustaría ser actor/actriz’ so pupils can write at the end of their text what they would like to be.  Pupils use bi-lingual dictionaries to look for their ideal future job, which sometimes has masculine and feminine forms – see example above.  Pupils’ work will be done in hard copy and in electronic format, so both a hard copy booklet and power point presentation can be made.  The finished work will have a front page as mentioned in lesson 5, and will contain different numbered sections where pupils’ texts will be situated, e.g.:  Noticias – Página 1 News  Viajes – Página 2 Travel  Cultura – Página 3 Culture  Moda – Página 4 Fashion  Deportes – Página 5 Sports  and can accompany pupils to their secondary schools.\*  Daily Practice – pupils complete their written task. | | | Bi-lingual dictionaries  Phrase and word booklet under main Spanish tab  At end of unit:  Help sheet with questions and answers from previous units in the s.o.w. in Spanish.  Template for pupil description of self in Spanish – power point. | | ‘z’ in ‘actriz’  Los alumnos is the masculine plural word for male pupils and also for male and female pupils together.  Las alumnas is the feminine plural word for female pupils only  Me gustaría + job is not followed by the indefinite article in Spanish  \*See note in previous lesson about presentations being adapted for some pupils. |
| **Assessment opportunities** | Pupils’ writing text | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  **6.4** | | **Intercultural Understanding** | **Knowledge about Language**  **6.3** | | **Language Learning Strategies** | |