
























St Mary's CE (VA) Primary School				Progression of MFL and Skills			
Year Group	EYFS (not compulsory)	Year 1 (not compulsory)	Year 2 (not compulsory)	Year 3	Year 4	Year 5	Year 6
Listening				Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking				Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.


Reading				Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics. Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing				Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions , a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar				Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
Cultural Understanding				A basic understanding that other countries may speak another language and that there are different cultures. To understand some differences and similarities of living in a different country.	Understand and respect that there are people and places in the world around me that are different to where I live and play.	Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	Talk about, discuss and present information about a particular country's culture. Show similarities between Spain and UK as well as differences.

Topic/theme	Learning Challenges	Core language	Phonic & Grammar focus
YEAR 3 AUTUMN 1 PHONICS	Can I pronounce ch, j, n, ll, rr? Can I pronounce ca, ce, ci, co, cu? Can I pronounce ga, ge, gi, go, gu? Can I pronounce b,v, cc, qu, z?	N/A	
YEAR 3 AUTUMN 2 I AM LEARNING	Can I use key greetings? Can I ask and answer "How are you?" Can I ask and answer "What is your name?" Can I say the numbers 1-10? Can I name 10 colours?	<div> <div> <p>① Greet your partner.</p> <div> <div>iBuenos días!</div> <div>Good morning!</div> </div> <div> <div>iHola!</div> <div>Hi!/Hello!</div> </div> </div> <div> <p>② Ask your partner how they are feeling.</p> <div> <div>¿Cómo estás?</div> <div>How are you?</div> </div> </div> <div> <p>③ Tell them how you're feeling.</p> <div> <div>😊 Estoy bien.</div> <div>😞 Estoy mal.</div> <div>😐 Estoy regular.</div> </div> </div> <div> <p>④ Ask your partner what their name is and then tell them your name.</p> <div> <div>¿Cómo te llamas?</div> <div>What is your name?</div> <div>Me llamo...</div> <div>My name is...</div> </div> </div> <div> <p>⑤ Say goodbye or see you later.</p> <div> <div>iHasta luego!</div> <div>iAdiós!</div> <div>See you later!</div> <div>Goodbye!</div> </div> </div> </div>	<div> Phonics & pronunciation we will see: <ul style="list-style-type: none"> • CH sound in 'ocho'. • J sound in 'rojo' and 'naranja'. • Ñ sound in 'España'. • LL sound in 'amarillo'. • RR sound in 'marrón'. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in có-mo. • Ñ letter. It is pronounced as the 'ny' sound in the English word 'onion'. </div> 

<p>YEAR 3 SPRING 1 ANIMALS</p>	<p>Can I name 10 animals? Can I use the correct article determiner for the animals? Can I say "I am ... (an animal)"? Can I write "I am (an animal)"?</p>	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; display: inline-block;">Soy...</div> <div style="font-size: 2em; color: #007bff; margin: 5px 0;">↓</div> <div style="font-size: 1.5em;">I am...</div> </div> <hr/> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <div style="background-color: #ffc107; padding: 5px; text-align: center; margin-bottom: 10px;">un</div> <div style="display: flex; justify-content: space-between;"> <div> león  caballo  conejo  cerdo  </div> <div> pato  ratón  pájaro  mono  </div> </div> </div> <div style="width: 45%;"> <div style="background-color: #ffc107; padding: 5px; text-align: center; margin-bottom: 10px;">una</div> <div> oveja  vaca  </div> </div> </div>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div> <p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> • J sound in oveja, pájaro & conejo. • LL sound in caballo. • Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-<u>ne</u>-jo and ca-<u>na</u>-rio. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-<u>ón</u>, <u>pá</u>-ja-ro and ra-<u>tón</u>. </div>  </div> <div style="margin-top: 20px;"> <p>Grammar we will learn & revisit:</p> <p>Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns). Learning how to categorise nouns by gender (un or una). Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish.</p> </div>
<p>YEAR 3 SPRING 2 INSTRUMENTS</p>	<p>Can name 10 instruments? Can use the correct article or determiner? Can say I play (instrument)?</p>	<div style="text-align: center;"> <div style="background-color: #6f42c1; color: white; padding: 5px; display: inline-block;">Toco...</div> <div style="font-size: 2em; color: #6f42c1; margin: 5px 0;">↓</div> <div style="font-size: 1.5em;">I play...</div> </div> <hr/> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%;"> <div style="background-color: #17a2b8; color: white; padding: 5px; text-align: center; margin-bottom: 10px;">el</div> <div> piano  triángulo  arpa  clarinete  violín  </div> </div> <div style="width: 30%;"> <div style="background-color: #dc3545; color: white; padding: 5px; text-align: center; margin-bottom: 10px;">la</div> <div> trompeta  batería  flauta dulce  guitarra  </div> </div> <div style="width: 30%;"> <div style="background-color: #28a745; color: white; padding: 5px; text-align: center; margin-bottom: 10px;">los</div> <div> címbalos  </div> </div> </div>	<p>Grammar we will learn & revisit:</p> <p>Nouns, definite articles/determiners and high frequency verb 'tocar' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of the verb to play (tocar): 'toco'. We will learn that nouns in Spanish can have different articles based on their gender (masculine/feminine nouns) and plurality. Introduction to 3 definite articles (la, el and los). Learning how to categorise nouns in Spanish by their article/determiner, gender and plurality. Understanding that yo (I) is often not used with a verb. We translate 'toco' as 'I play' even though the 'I' is missing!</p>

<p>YEAR 3 SUMMER 1 I KNOW HOW TO</p>	<p>Can I name 10 action verbs? Can I say “I know how to (verb)?” Can I say “I don’t know how to (verb)?” Can I use “and” and “but”?</p>	<div> <div> <p>1</p> <p>Sé...</p> <p>↓</p> <p>I know how...</p> </div> <div> <p>2 Which activity do you know how to do?</p> <div> <div>bailar</div> <div>cocinar</div> <div>montar en bicicleta</div> <div>saltar</div> <div>nadar</div> </div> <div> <div>tocar un instrumento</div> <div>cantar</div> <div>dibujar</div> <div>patinar</div> <div>hablar español</div> </div> </div> </div> <div> <div> <p>3 Use a conjunction.</p> <div> <div>y</div> <div>pero</div> </div> <div> <div>↓</div> <div>↓</div> </div> <div> <div>and</div> <div>but</div> </div> </div> <div> <p>4 Add an activity that you do not know how to do.</p> <p>No sé... → I do not know how...</p> <div> <div>bailar</div> <div>cocinar</div> <div>montar en bicicleta</div> <div>saltar</div> <div>nadar</div> </div> <div> <div>tocar un instrumento</div> <div>cantar</div> <div>dibujar</div> <div>patinar</div> <div>hablar español</div> </div> </div> </div>	<p>Grammar we will learn & revisit:</p> <p>Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as ‘I know how’) is ALWAYS followed by a verb in its infinitive form Spanish.</p> <p>The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.</p> <p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> J sound in dibujar Ñ sound in hablar español Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar. Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable.
<p>YEAR 3 SUMMER 2 VEGETABLES</p>	<p>Can I name 10 vegetables? Can I say “I would like (a vegetable)?” Can I ask for a kilo or half kilo? Can I say “and”</p>	<div> <div> <p>1 Introduce yourself.</p> <div> <div>¡Hola!</div> <div>¡Buenos días!</div> </div> </div> <div> <p>2 What would you like and how much?</p> <div> <div>Quisiera... → I would like...</div> <div> <div>1 Kg</div> <div>un kilo de...</div> </div> <div> <div>1/2 Kg</div> <div>medio kilo de...</div> </div> </div> </div> </div> <div> <div> <p>3 Which vegetables would you like?</p> <div> <div>espinacas</div> <div>tomates</div> <div>judías verdes</div> </div> <div> <div>patatas</div> <div>calabacines</div> <div>berenjenas</div> </div> <div> <div>cebollas</div> <div>champiñones</div> <div>guisantes</div> </div> <div> <div>zanahorias</div> </div> </div> <div> <p>4 Anything else?</p> <p>y</p> <p>↓</p> <p>and</p> </div> <div> <p>5 Say goodbye.</p> <div> <div>¡Gracias!</div> <div>Thank you!</div> </div> <div> <div>¡Hasta luego!</div> <div>Goodbye!</div> </div> </div> </div>	<p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> CH & Ñ sound in champiñones. J sound in judías verdes & berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in fav-or. For words that end in a vowel or ‘n’ and ‘s’ it is normally second to last syllable like ce-bo-llas. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-di-as. Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word ‘onion’. It is another letter in Spanish not just another phoneme. As seen in the word champiñones.

			<p>Grammar we will learn & revisit:</p> <p>Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!</p>
YEAR 4 AUTUMN 1 PHONICS	Can I pronounce ch, j, n, ll, rr? Can I pronounce ca, ce, ci, co, cu? Can I pronounce ga, ge, gi, go, gu? Can I pronounce b,v, cc, qu, z?	N/A	
YEAR 4 AUTUMN 2 PRESENTING MYSELF	Can I use basic greetings? Can I ask someone how they are? Can I ask and answer “What is your name?”? Can I count from 1-20? Can I ask and answer “How old are you?”? Can I ask and answer “Where do you live?”?		<p>Grammar we will learn & revisit:</p> <p>Adjectival agreement. An introduction to the concept of adjectival agreement in the simplest form in Spanish. Adding an 'a' to the end of the adjective (e.g. the nationalities 'English' or 'Spanish' in Lesson 5) to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)</p>

1 Greet your partner.

¡Buenos días!

¡Hola!



2 Ask your partner what their name is and then tell them what your name is.

¿Cómo te llamas?

Me llamo...



What is your name?

My name is...

3 Ask your partner how they are feeling and then tell them how you are feeling.

¿Cómo estás?



How are you?



Estoy bien.



Estoy mal.



Estoy regular.



Estoy muy bien.



Estoy muy mal.

4 Ask your partner how old they are and then tell them how old you are.

¿Cuántos años tienes?



How old are you?

Tengo ... años.



I am ... years old.

1 uno	2 dos	3 tres	4 cuatro
5 cinco	6 seis	7 siete	8 ocho
9 nueve	10 diez	11 once	12 doce
13 trece	14 catorce	15 quince	16 dieciséis
17 diecisiete	18 dieciocho	19 diecinueve	20 veinte

5 Ask your partner where they live and then tell them where you live.

¿Dónde vives?



Where do you live?

Vivo en... + city



I live in... + city

6 What is your nationality?

Soy...	
español	española
inglés	inglesa
irlandés	irlandesa
galés	galesa
escocés	escocesa

7 Say goodbye to your partner.

¡Hasta luego!

¡Adiós!



See you later!

Goodbye!

**YEAR 4
SPRING 1
MY FAMILY**

Can I learn the nouns and determiners for family members?
Can I use the possessive adjective "my"?
Can I answer the question "Do you have any brothers or sisters?"
Can I introduce my family using "he/she is called?"
Can I say the age of family members?

1 Introduce yourself.

Me llamo _____

2 Do you have any siblings?

Tengo... (y = and)

Un hermano Una hermana

Dos hermanos Dos hermanas

Tres hermanos Tres hermanas

3 Or are you an only child?
(if you are a boy) Soy hijo único.
(if you are a girl) Soy hija única.

4 Who do you live with?

Vivo con...

Mi madre **Mis** padres

Mi padre **Mis** hermanos

Mi hermano **Mis** tíos

Mi tía **Mis** abuelos

Mi abuelo **Mi** abuela

Mi madrastra **Mi** padrastro

Mi hermanastro **Mi** hermanastra

5 Introduce your family members. What are their names?

Mi madre → se llama...

Mi padre → se llama...

Mi hermano → se llama...

Mi hermana → se llama...

Mis abuelos → se llaman...

6 How old are they?

tiene/tienen _____ años

1	uno	11	once	21	veintiuno	31	treinta y uno
2	dos	12	doce	22	veintidós	32	treinta y dos
3	tres	13	trece	23	veintitrés	33	treinta y tres
4	cuatro	14	catorce	24	veinticuatro	34	treinta y cuatro
5	cinco	15	quince	25	veinticinco	35	treinta y cinco
6	seis	16	dieciséis	26	veintiséis	36	treinta y seis
7	siete	17	diecisiete	27	veintisiete	37	treinta y siete
8	ocho	18	dieciocho	28	veintiocho	38	treinta y ocho
9	nueve	19	diecinueve	29	veintinueve	39	treinta y nueve
10	diez	20	veinte	30	treinta	40	cuarenta
				41	cuarenta y uno	50	cincuenta
				51	cincuenta y uno	60	sesenta
				61	sesenta y uno	70	setenta
				71	setenta y uno	80	ochenta
				81	ochenta y uno	90	noventa
				91	noventa y uno	100	cien

REMEMBER:

1 unit of ten
2 'y' (and)
3 number 1-9

39 = treinta y nueve
78 = setenta y ocho
61 = sesenta y uno

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- CA sound in única
- CI sound in cien
- CO sound in único
- CU sound in cuarenta, cincuenta
- Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like her-man-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).
- Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.



Grammar we will learn & revisit:

Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are two words in Spanish mi and mis for our one word 'my' in English.

**YEAR 4
SPRING 2**

Can I name common food and drinks in a café?
Can I say “I would like (food and drinks)”?
Can I use “and”
Can I say “please” and “thank you”?

1 Say hello.

¡Hola!

Hello!

2 Time to order.

Quisiera...

I would like ...

3 What would you like to eat?



4 Anything else?

y

and

5 What would you like to drink?



6 Time to pay.

La cuenta por favor.

The bill please.



Gracias. Adiós.





















Thank you. Goodbye.

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU



- CA sound in calamares & catalana & caliente
- CO sound in chocolate & con & cola cola
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?

<p>YEAR 4 SUMMER 1 CLASSROOM OBJECTS</p>	<p>Can I name 12 classroom objects? Can I answer the question “What do you have in your pencil case?” Can I move from “a” to “my” object? Can I say what I do not have in my pencil case?</p>	<p>Me llamo _____</p> <p>Tengo ____ años</p> <p>Vivo en _____</p>	<p>En mi estuche... ↓ In my pencil case...</p> <p>En mi mochila... ↓ In my rucksack...</p>	<p>Tengo...</p> <div> <div>  un libro  un cuaderno  un lápiz  un bolígrafo  un sacapuntas </div> <div>  una calculadora  una regla  una barra de pegamento  una goma  unas tijeras </div> </div>	<div> <p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in calculadora & cartera. • CE sound in cerrad. • CI sound in silencio. • CU sound in escuchad. • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like ti-je-ras. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer. </div> <div> <p>Grammar we will learn & revisit:</p> <p>Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting tengo... (‘I have’) to learning the negative option no tengo... (‘I do not have’) in Spanish. Remembering that the subject pronoun ‘yo’ is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.</p> </div>
		<p>y ↓ and pero ↓ but</p>	<p>no tengo...</p> <div> <div>  libro  cuaderno  lápiz  bolígrafo  sacapuntas </div> <div>  calculadora  regla  barra de pegamento  goma  tijeras </div> </div>	<div> <div> <p>Mi</p> <p>↓</p> <p>mi libro mi calculadora mi cuaderno mi regla mi lápiz mi barra de pegamento mi bolígrafo mi goma mi sacapuntas</p> </div> <div> <p>Mis</p> <p>↓</p> <p>mis tijeras</p> </div> </div>	

<div>YEAR 4</div> <div>SUMMER 2</div> <div>THE WEATHER</div>	<div>Can I describe the weather?</div> <div>Can I recall, say and write the weather?</div> <div>Can I listen and decode?</div> <div>Can I present a weather forecast?</div>	<div><div><div>1 Introduce yourself.</div><div><div>iHola!</div><div><div>Me llamo...</div><div>Claudia</div></div></div></div><div><div>2 Welcome your viewers.</div><div><div>Bienvenido al pronóstico del tiempo</div><div>Welcome to the weather forecast</div></div></div><div><div>3 Which TV channel?</div><div><div>de...</div><div>La Cuatro</div><div>TVE</div><div>CanalSur</div><div>Telecinco</div></div></div><div><div>4 At what time?</div><div><div><div>a las seis</div><div>a las siete</div><div>a las ocho</div><div>a las nueve</div></div></div></div></div> <div><div><div>5 Where?</div><div><div><div><div></div><div>en el norte de España</div><div>en el sur de España</div><div>en el este de España</div><div>en el oeste de España</div><div>en el centro de España</div></div></div></div><div><div>6 What is the weather like?</div><div><div><div>Está lloviendo</div><div>Hace buen tiempo</div><div>Hace sol</div></div><div><div>Está nevando</div><div>Hace mal tiempo</div><div>Hace frío</div></div><div><div>Hay tormenta</div><div>Hace mucho viento</div><div>Hace calor</div></div></div></div><div><div>7 Use a conjunction.</div><div><div>también</div><div>also...</div><div>después</div><div>after...</div><div>finalmente</div><div>finally...</div></div></div></div></div>	<div>Phonics & pronunciation we will see:</div> <div>Recommended phonics focus: GA GE GI GO GU</div> <div><div>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.</div><div>Accents. Accents can be placed on some words like qué to indicate a question word.</div></div> <div><div>Grammar we will learn & revisit:</div><div>Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.</div><div>Question and exclamation marks in Spanish. Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!</div></div>
<div>YEAR 5</div> <div>AUTUMN 1</div> <div>PHONICS</div>	<div>Can I pronounce ch, j, n, ll, rr?</div> <div>Can I pronounce ca, ce, ci, co, cu?</div> <div>Can I pronounce ga, ge, gi, go, gu?</div> <div>Can I pronounce b,v, cc, qu, z?</div>	<div>N/A</div>	<div><div><div><div>ch</div><div>chocolate</div></div><div><div>ca</div><div>casa</div></div><div><div>ga</div><div>gato</div></div><div><div>b</div><div>beber</div></div></div><div><div><div>j</div><div>jirafa</div></div><div><div>ce</div><div>cerdo</div></div><div><div>ge</div><div>geografía</div></div><div><div>v</div><div>vaca</div></div></div><div><div><div>ñ</div><div>niña</div></div><div><div>ci</div><div>cinco</div></div><div><div>gi</div><div>girasol</div></div><div><div>cc</div><div>diccionario</div></div></div><div><div><div>ll</div><div>caballo</div></div><div><div>co</div><div>conejo</div></div><div><div>go</div><div>goma</div></div><div><div>qu</div><div>química</div></div></div><div><div><div>rr</div><div>perrito</div></div><div><div>cu</div><div>cuatro</div></div><div><div>gu</div><div>gusano</div></div><div><div>z</div><div>zanahorias</div></div></div></div>

YEAR 5

AUTUMN 2

THE DATE

Can I recognise, recall and spell 7 days of the week?

Can I recognise, recall and spell 12 months of the year?

Can I count from 21-31?

Can I say the full date?

Can I ask and answer the question “When is your birthday?”

1

Hoy es...

↓

Today is...

2

lunes → Monday

martes → Tuesday

miércoles → Wednesday

jueves → Thursday

viernes → Friday

sábado → Saturday

domingo → Sunday

3

1 uno/primer

2 dos

3 tres

4 cuatro

5 cinco

6 seis

7 siete

8 ocho

9 nueve

10 diez

11 once

12 doce

13 trece

14 catorce

15 quince

16 dieciséis

17 diecisiete

18 dieciocho

19 diecinueve

20 veinte

21 veintiuno

22 veintidós

23 veintitrés

24 veinticuatro

25 veinticinco

26 veintiséis

27 veintisiete

28 veintiocho

29 veintinueve

30 treinta

31 treinta y uno

4

de

↓

of

5

enero julio

febrero agosto

marzo septiembre

abril octubre

mayo noviembre

junio diciembre

Recommended phonics focus: GA GE GI GO GU

- GO sound in domingo & agosto.
- CO sound in miércoles and cinco.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in sá-ba-do and miér-co-les.
- Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños.
- Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.

Grammar we will learn & revisit:

Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside-down question mark (¿) is used at the beginning of all questions. No exceptions!

**YEAR 5
SPRING 1
DO YOU HAVE
A PET?**

Can I name 8 pets?
Can I say "I have a (pet)"?
Can I say "My pet is called (name)"?
Can I say "I do not have (pet)"?
Can I use "and" & "but"?

① Introduce yourself.

Me llamo _____

Tengo ____ años

Vivo en _____

② Do you have a pet?

Tengo...



I have...



un perro



un conejo



una cotorra



un pez



un gato



un ratón



una tortuga



un hámster

③ What are they called?

que se llama...



that is called...



④ Use a conjunction.

pero



but...

y



and...

⑤ Which animals don't you have?

No tengo...



perro



conejo



pez



hámster



gato



cotorra



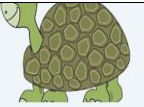
ratón









tortuga

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU







- GA sound in gato & tortuga.
- GO sound in tengo.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.

<p>YEAR 5 SPRING 2 MY HOME</p>	<p>Can I describe where I live? Can I name 10 rooms in a house? Can I use the correct articles/determiners? Can I say “I do not have (rooms)”?</p>	<div> <div> <p>1 Introduce yourself.</p> <p>iHola!</p> <p>Me llamo...</p> <p>Tengo ____ años</p> </div> <div> <p>2 Where do you live?</p> <p>Vivo en...</p> <div>  una casa  un piso </div> </div> <div> <p>3 Can you give some more detail?</p> <p>en...</p> <div>  la ciudad  el campo  la costa  un pueblo  la montaña </div> </div> </div> <div> <p>4 Can you describe your house?</p> <p>En mi casa hay...</p> <div>  un salón  un despacho  un sótano  un jardín  un garaje </div> <div>  un cuarto de baño  un dormitorio  un comedor  un lavadero  una cocina </div> <p>Don't forget to use this conjunction before the last room! y ➡ and</p> </div> <div> <p>5 Which rooms cannot be found in your house?</p> <p>Pero, en mi casa no hay...</p> <div>  salón  despacho  sótano  jardín  garaje </div> <div>  cuarto de baño  dormitorio  comedor  lavadero  cocina </div> <p>© LANGUAGE ANGELS</p> </div>	<p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> GA sound in garaje. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter not just another phoneme as in baño and montaña. <p>Grammar we will learn & revisit:</p> <p>Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!</p>
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**YEAR 5
SUMMER 1
THE OLYMPICS**

Can I listen and decode?
Can I learn 10 nouns and their determiners for sports?
Can I say “I practise/do not practise”?

1 (Él) es... (Ella) es...		2 (Él/ella) practica...
atleta		atletismo
triatleta		triatlón
ciclista		ciclismo
jinete		equitación
nadador	nadadora	natación
saltador	saltadora	salto del trampolín
esgrimidor	esgrimidora	esgrima
remero	remera	remo
arquero	arquera	tiro con arco
boxeador	boxeadora	boxeo

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Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- GO sound in juegos.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción & na-ta-ción.

Grammar we will learn & revisit:

Gendered nouns & regular verb 'practicar'. To learn that when saying you play a sport in Spanish, the verb 'practicar' is normally used. The verb is conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb 'practicar' and understanding better the agreement changes required in the sporting professions depending on whether they are male/female.

<div>YEAR 5</div> <div>SUMMER 2</div> <div>CLOTHES</div>	<div>Can name 20 pieces of clothing</div> <div>Can I use the correct article or determiner?</div> <div>Can I say I wear (clothing)?</div> <div>Can I describe the colour of clothing?</div> <div>Can I describe what I am packing for my holiday?</div>	<div><div><div>1 Where or when?</div><div><div>Para la escuela...</div><div>At school...</div></div><div><div>El fin de semana...</div><div>At the weekend...</div></div><div><div>Cuando hace buen tiempo...</div><div>When the weather is nice...</div></div><div><div>Cuando nieva...</div><div>When it snows...</div></div></div><div><div>2 What do you wear?</div><div><div><div>llevo...</div><div>I wear...</div></div><div><div><div><div></div><div>un abrigo</div></div><div><div></div><div>un suéter</div></div><div><div></div><div>un vestido</div></div><div><div></div><div>un traje de baño</div></div><div><div></div><div>unos guantes</div></div><div><div></div><div>unas botas</div></div><div><div></div><div>unos calcetines</div></div><div><div></div><div>unas medias</div></div><div><div></div><div>unos zapatos</div></div><div><div></div><div>unos pantalones cortos</div></div><div><div></div><div>unas gafas</div></div><div><div></div><div>unas sandalias</div></div><div><div></div><div>una camiseta</div></div><div><div></div><div>una chaqueta</div></div><div><div></div><div>una blusa</div></div><div><div></div><div>una camisa</div></div><div><div></div><div>una gorra</div></div><div><div></div><div>una falda</div></div><div><div></div><div>una corbata</div></div><div><div></div><div>una bufanda</div></div><div><div></div><div>unos pantalones</div></div></div></div></div><div><div>3 What colour are your clothes? Remember to agree with the gender.</div><table><thead><tr><th></th><th>Masculine singular</th><th>Feminine singular</th><th>Masculine plural</th><th>Feminine plural</th></tr></thead><tbody><tr><td>red</td><td>rojo</td><td>roja</td><td>rojos</td><td>rojas</td></tr><tr><td>black</td><td>negro</td><td>negra</td><td>negros</td><td>negras</td></tr><tr><td>white</td><td>blanco</td><td>blanca</td><td>blancos</td><td>blancas</td></tr><tr><td>yellow</td><td>amarillo</td><td>amarilla</td><td>amarillos</td><td>amarillas</td></tr><tr><td>blue</td><td>azul</td><td>azul</td><td>azules</td><td>azules</td></tr><tr><td>green</td><td>verde</td><td>verde</td><td>verdes</td><td>verdes</td></tr><tr><td>grey</td><td>gris</td><td>gris</td><td>grises</td><td>grises</td></tr><tr><td>brown</td><td>marrón</td><td>marrón</td><td>marrones</td><td>marrones</td></tr></tbody></table><div>© LANGUAGE ANGELS Naranja, violeta and rosa are invariable adjectives so their spelling never changes.</div></div><div><div>4 Can you try again using a possessive adjective?</div><div><div><div>un</div><div>mi</div></div><div><div>una</div><div>mi</div></div><div><div>unos</div><div>mis</div></div><div><div>unas</div><div>mis</div></div></div></div></div></div>		Masculine singular	Feminine singular	Masculine plural	Feminine plural	red	rojo	roja	rojos	rojas	black	negro	negra	negros	negras	white	blanco	blanca	blancos	blancas	yellow	amarillo	amarilla	amarillos	amarillas	blue	azul	azul	azules	azules	green	verde	verde	verdes	verdes	grey	gris	gris	grises	grises	brown	marrón	marrón	marrones	marrones
	Masculine singular	Feminine singular	Masculine plural	Feminine plural																																											
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white	blanco	blanca	blancos	blancas																																											
yellow	amarillo	amarilla	amarillos	amarillas																																											
blue	azul	azul	azules	azules																																											
green	verde	verde	verdes	verdes																																											
grey	gris	gris	grises	grises																																											
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<div>YEAR 6</div> <div>AUTUMN 1</div> <div>PHONICS</div>	<div>Can I pronounce ch, j, n, ll, rr?</div> <div>Can I pronounce ca, ce, ci, co, cu?</div> <div>Can I pronounce ga, ge, gi, go, gu?</div> <div>Can I pronounce b,v, cc, qu, z?</div>	<div>N/A</div> <div><div><div><div><div>ch</div><div>chocolate</div></div><div><div>j</div><div>jirafa</div></div><div><div>ñ</div><div>niña</div></div><div><div>ll</div><div>caballo</div></div><div><div>rr</div><div>perro</div></div></div><div><div><div>ca</div><div>casa</div></div><div><div>ce</div><div>cerdo</div></div><div><div>ci</div><div>cinco</div></div><div><div>co</div><div>conejo</div></div><div><div>cu</div><div>cuatro</div></div></div><div><div><div>ga</div><div>gato</div></div><div><div>ge</div><div>geografía</div></div><div><div>gi</div><div>girasol</div></div><div><div>go</div><div>goma</div></div><div><div>gu</div><div>guano</div></div></div><div><div><div>b</div><div>beber</div></div><div><div>v</div><div>yaca</div></div><div><div>cc</div><div>diccionario</div></div><div><div>qu</div><div>química</div></div><div><div>z</div><div>zanahorias</div></div></div></div></div>																																													

YEAR 6
AUTUMN 2
AT SCHOOL

Can I name and use the articles/determiners for 10 school subjects?
Can I say what I like/don't like about school?
Can I answer "What time is it?" to the hour?
Can I say at what time I study a subject?
Can I present to the class orally or in writing?

1 Say what subjects you study.
(Use the conjunction *y* (and) before writing the last school subject)
Estudio...
Remember that there is NO determiner after *estudio*!

informática educación física
arte geografía
historia música
inglés matemáticas
español ciencias

2 On what day?
el lunes on Monday
el martes on Tuesday
el miércoles on Wednesday
el jueves on Thursday
el viernes on Friday

3 At what time?
a la una a las dos a las tres a las cuatro
a las cinco a las seis a las siete a las ocho
a las nueve a las diez a las once a las doce

4 New sentence! Add an opinion.
Me gusta... Me gustan...
Me encanta... Me encantan...
No me gusta... No me gustan...

la geografía las matemáticas
la educación física las ciencias
la música
la informática
la historia
el inglés
el español
el arte

5 Use conjunctions.
because it is *porque es*
because they are *porque son*
and *y*

7 Justify your opinion.
(Don't forget the spelling changes for adjectives.)

	Masculine singular	Feminine singular	Masculine plural	Feminine plural
aburrido (boring)	aburrido	aburrida	aburridos	aburridas
divertido (fun)	divertido	divertida	divertidos	divertidas
difícil (difficult)	difícil	difícil	difíciles	difíciles
fácil (easy)	fácil	fácil	fáciles	fáciles
útil (useful)	útil	útil	útiles	útiles
inútil (pointless)	inútil	inútil	inútiles	inútiles
interesante (interesting)	interesante	interesante	interesantes	interesantes

BUT
~~Odio...~~
ALL SUBJECTS

Phonics & pronunciation we will see:

Recommended phonics focus: B V CC QU Z

- B sound in *aburrido* & QU sound in *porque*
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like *in-te-re-san-te* and *di-ver-ti-do*.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in *in-glés*, *fá-cil* and *ma-te-má-ti-cas*.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish **not** just another phoneme as in *español*.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). *Hola* is pronounced *ola*.

Grammar we will learn & revisit:

Nouns, gender, definite articles & high frequency irregular verb *ir*. Revision of definite article *el, la, los* and *las*. Full verb conjugation of the verb *IR*, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upsidedown exclamation and question mark at the start of a sentence.

**YEAR 6
SPRING 1
THE PLANETS**

Can I label a map of 10 planets?
Can I use adjectives to describe the planets?
Can I use a conjunction to add detail?
Can I ask questions to an astronaut?
Can I act in role to answer questions?

① Say your name.

Me llamo...

↓

My name is...

② Say your age.

Tengo... años.

↓

I am ... years old.

③ Say where you live.

Vivo en...

↓

I live in...

④ Number of planets.

Hay 8 planetas.

↓

There are 8 planets.

⑤ Describe 3 planets.

Mercurio

Venus

la Tierra

Marte

Júpiter

Saturno

Urano

Neptuno

↓

es → is

Use an intensifier if you can:

muy

bastante

↓

azul

rojo/a

pequeño/a

grande

cálido/a

frío/a

luminoso/a

rocoso/a

gaseoso/a

↓

Use a conjunction to extend your descriptions:

y

⑥ Describe your skills.

Soy...

↓

calmad <u>o</u>	calmad <u>a</u>
dinám <u>ic</u> o	dinám <u>i</u> a
ambicios <u>o</u>	ambicios <u>a</u>
atrevid <u>o</u>	atrevid <u>a</u>
curios <u>o</u>	curios <u>a</u>
responsable	responsable
valiente	valiente
inteligente	inteligente
competente	competente
paciente	paciente

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












Phonics & pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**

- **B** sound in bastante & describir
- **QU** sound in pequeño & por qué
- **V** sound in Venus & vivo
- **Z** sound in azul

Grammar we will learn & revisit:

Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in Spanish depending on if the noun they are describing is masculine or feminine.

<div>YEAR 6 SPRING 2 AT THE WEEKEND</div>	<div>Can I tell the time? Can I name 10 weekend activities? Can I spell 10 weekend activities? Can I say at what time I do an activity? Can I give an opinion?</div>	<div><div><div>1 Introduce yourself.</div><div>Me llamo_____.</div><div>Tengo __ años.</div><div>Vivo en _____.</div></div><div><div>2 What do you do at the weekend?</div><div><div><div><div>Me levanto</div><div>Voy al cine</div><div>Juego al fútbol</div><div>Voy a la piscina</div><div>Escucho música</div></div><div><div><div>Desayuno</div><div>Leo</div><div>Juego a videojuegos</div><div>Veo la tele</div><div>Voy a dormir</div></div></div></div></div><div><div>3 At what time?</div><div><div><div>a las dos.</div><div>a las dos y cinco.</div><div>a las dos y diez.</div><div>a las dos y cuarto.</div></div><div><div>a las dos y veinte.</div><div>a las dos y veinticinco.</div><div>a las dos y media.</div><div>a las tres menos veinticinco.</div></div><div><div>a las tres menos veinte.</div><div>a las tres menos cuarto.</div><div>a las tres menos diez.</div><div>a las tres menos cinco.</div></div></div><div><div>4 New sentence!</div><div><div>Es</div><div>it is...</div><div>Y</div><div>and...</div></div></div><div><div>5 Add your opinion.</div><div><div><div>✓</div><div>increíble amazing</div></div><div><div>✗</div><div>agotador tiring</div></div><div><div></div><div>genial great</div></div><div><div></div><div>horrible horrible</div></div><div><div></div><div>divertido fun</div></div><div><div></div><div>aburrido boring</div></div></div></div></div></div></div>	<div>Phonics & pronunciation we will see:</div> <div>Recommended phonics focus: B V CC QU Z</div> <div><ul style="list-style-type: none">• B sound in aburrido• V sound in voy, veo, divertido & levanto• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-<u>van</u>-to, di-<u>ver</u>-ti-do and a-bu-<u>rr</u>i-do.• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-<u>cre</u>-f-ble.• Silent letters. H is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible.</div> <div>Grammar we will learn & revisit:</div> <div>Verbs, conjunctions and opinions. Revision & consolidation of of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¿) at the start of sentences.</div>
<div>YEAR 6 SUMMER 1 HEALTHY LIFESTYLES</div>	<div>Can I name 10 healthy foods? Can I name 10 unhealthy foods? Can I use “the/some”? Can I use key phrases for healthy/unhealthy habits? Can I create a healthy menu?</div>		<div>Phonics & pronunciation we will see:</div> <div>Recommended phonics focus: B V CC QU Z</div> <div><ul style="list-style-type: none">• B sound in beber, bueno, blanco & bebo• V sound in vegetales & veo• Qu sound in que & mantequilla• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in sa-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pa-<u>ta</u>-tas.• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in na-<u>ta</u>-ción.• Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir.</div>

1 What do you eat to stay in shape?

✓ Para tener una buena salud como... ✓



fruta



pescado



queso



nueces



cereales



pan integral



vegetales



pollo

2 What do you not eat to stay shape?

✗ Para tener una buena salud no como... ✗



patatas fritas



caramelos



chocolate



pan blanco



galletas



mantequilla



carne roja

3 Use a conjunction.

y

↓
and...

pero

↓
but...

© LANGUAGE ANGELS

4 What do you drink to stay in shape?

Para tener una buena salud bebo... ✓



agua



leche desnatada

5 What do you not drink to stay in shape?

Para tener una buena salud no bebo... ✗



bebida con gas



leche entera

6 What activities do you do to stay in shape?

Para tener una buena salud ...



juego al baloncesto



monto en bicicleta



hago judo

paseo a mi perro



No juego con juegos electrónicos



no veo la tele



hago natación



juego al tenis

Grammar we will learn & revisit:

First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of comer in first person singular (como) and also beber (bebo) & in their negative form (no como & no bebo). Exploring verbs in their infinitive form to give instructions in Spanish. Different punctuation as seen with ¿ and ¡.

**YEAR 6
SUMMER 2
THE VIKINGS**

Can I decode more complex and unfamiliar language?
Can I describe my height and character?
Can I describe my hair?
Can I describe my eye colour?
Can I describe my daily routine?

① Introduce yourself.

Me llamo _____, y soy...



② Can you describe yourself in terms of height?

Soy...



③ What about your character?

Soy...

y = and
pero = but

aterrador | aterradora
peligroso | peligrosa
bárbaro | bárbara
violento | violenta
despiadado | despiadada
atrevido | atrevida

④ New sentence! Describe your hair.

Tengo el pelo...



⑤ Now describe your eyes.

Tengo los ojos...



LANGUAGE ANGELS

Recommended phonics focus: B V CC QU Z

- B sound in barba, bajo & barbaro/a
- V sound in cultivo, violento & atrevida
- QU sound in mantequilla
- Z sound in rizado & azules

- Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like vi-kin-go and ten-go.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in bar-ba-ra.
- Ñ tilde. As in castaño. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme.

Grammar we will learn & revisit:

Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs **tener** and **ser**. Improving accuracy using adjectives and introducing the concept of reflexive verbs in Spanish.