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| **Knowledge and grammatical terminology** | **Example** | **Drag and drop here**  **(you may add to this if you wish)** |
| **GRAMMAR** | **SPANISH** |  |
| **Gender**  Awareness of gender as a concept and explicit teaching of definite and indefinite articles | letters at end of word show gender to a large extent: -o = masculine, -a = feminine.  There are others too.  *un (m.) / una* (f.) = a/an  *unos (m.) / unas (f.)* = some, a few  Other letters and letter combinations that denote gender, e.g. –dad is always feminine, -*aje* is masculine  *el / la / los / las* = the  *el* (masc. sg.) / la (fem. sg.) / *los* (masc.pl.) / l*as* (fem. pl.) |  |
| **Nouns and Determiners** | numbers  indefinite articles  definite articles  rules for capitalisation |  |
| **Plurals**  An ability to recognise and form nouns in the plural in the FL, both by the article and the ending | nouns which end in a vowel – add s  nouns which end in a consonant – add es  nouns which end in z – change z to c and add es |  |
| **Adjectives**  Awareness of the different position of adjectives in a sentence. Awareness of agreement (ie the ending of the adjective changes depending on the gender of the noun that is being described) | eg *blanco/blanca/blancos/blancas*  *azul/azul/azules/azules*  *español/española/españoles/españolas*  *verde/verde/verdes/verdes*  *inglés/inglesa/ingleses/inglesas* |  |
| **Subject pronouns**  The following forms:  I, You, He/She | *yo, tú, él, ella*  However Spanish verb forms rarely use subject pronouns. All forms have very distinctive and different endings which means that pronouns are not usually necessary.  eg *hablo* = I speak  *hablas* = you speak  *habla* = he/she speaks |  |
| **Regular verbs**  Structure of regular verbs in present tense and associated pronouns |  |  |
| **High frequency regular verbs**  ‘AR’ verbs following pattern above | *hablar* = to speak  *mirar* = to look (at)  *jugar* = to play (although this is a stem-changing verb)  *escuchar* = to listen  *llevar* = to wear |  |
| **Irregular verbs**  The common verbs **to be** and **to have** | *ser* = to be (when describing)  *estar* = to be (location)  *tener* = to have  *(ir* = to go  *hacer* = to do/make) |  |
| **High frequency irregular verbs in ‘Yo’ form** | *ir* -> voy (to go / I go)  *hacer -> hago* (to do, make / I do, make)  *querer -> quiero* (to want / I want)  *poder -> puedo* (to be able / I can) |  |
| **Core structures** | *hay* = there is/are  *no hay* = there isn’t/aren’t  *es* = it is  *no es* = it isn’t  quisiera = I would like |  |
| **Opinion verbs** | *me gusta*(n) = I like (*me* *gusta* = I like a singular thing, *me gustan* = I like plural things)  *no me gusta*(n) = I don’t like  *me encanta*(n) = I love  *odio* = I hate  *prefiero* = I prefer |  |
| **Opinion adjectives** | *excelente*  *fantástico*  *genial*  *interesante*  *divertido*  *fácil*  *difícil*  *aburrido* |  |
| **Connectives** | *y* = and  *también* = also  *pero* = but  *sin embargo* = however  *porque* = because |  |
| **Intensifiers** | *muy* = very  *bastante* = quite  *mucho* = a lot |  |
| **Punctuation** | *¿* and *¡*  *¿Hablas español? / ¡Qué rico!* |  |
| **PHONOLOGY** |  |  |
| **Key phonemes** | vowel sounds  silent *h*  *ll (=y)*  *rr*  *ñ*  *ce/ce/z (=th)*  *b/v* (=b)  *ge/gi/j* (= the furball sound)  *qu =* k  rules for adding accents (stress patterns) |  |
| **VOCABULARY** |  |  |
| **Question words**  **How?**  **Who?**  **When?**  **Where?**  **Why?** | *¿Cómo te llamas?* (What is your name?)  ¿*Quién es?* (who is it?)  ¿*Cuándo es tu cumpleaños?* (When is your birthday?)  ¿*Dónde está?* (Where is it?)  ¿*Por qué?* (Why) |  |
| **Simple, complex and compound sentences**  Know that a*simple sentence* is made up of one clause.  A *complex sentence* is made up of two clauses: a main (independent) clause, and  a subordinate clause.  A *compound sentence* consists of two or more independent clauses. | **Simple sentence**  En el jardín hay un oso *negro.*  **Complex sentence**  *Cuando son las siete en Londres, son las ocho en Madrid.*  **Compound sentence**  *En Madrid hay un gran cine, pero no hay hospital.* |  |
| **Teacher classroom instructions** | *¡entrad!* Come in  *¡sentaos!* Sit down  *¡escuchad!-* Listen  *¡repetid!-* Repeat!  *¡levantaos la mano*!- Hands up  *¡trabajad en parejas !-* Work in pairs  *¡mirad la pizarra!* Look at the board  *¡todos juntos!* All together!  *¡levantaos*! – Stand up!  *¡silencio por favor!* – Quiet please |  |
| **Days of the week**  **Colours and adjectival agreements**  **Months of the year** | *lunes*  *martes*  *miércoles*  *jueves*  *viernes*  *sábado*  *domingo*  *rojo*  *azul*  *verde*  *amarillo*  *blanco*  *negro*  *rosa*  *violeta*  *naranja*  *marrón*  *gris*  *multicolor*  *enero*  *febrero*  *marzo*  *abril*  *mayo*  *junio*  *julio*  *agosto*  *septiembre*  *octubre*  *noviembre*  *diciembre* |  |
| **Numbers** | up to 100 |  |
| **Cultural knowledge** | * Where Spain is * Where Spanish is spoken and how it has come to be spoken so widely (overlaps with history curriculum) * General geography of Spain including major cities * Fact that Spanish is descended from Latin and Arabic * common fiestas like Christmas, Reyes, Semana Santa, Día Nacional |  |