

# *Getting started with Spanish in the primary classroom*

With Belinda Dean and Suzi Saeki

## *In this session, we will look at:*

- Why teach Spanish?
- Phonics in Spanish teaching
- Progression of knowledge, skills and vocabulary
- Language detective skills
- Cultural awareness
- Q&A

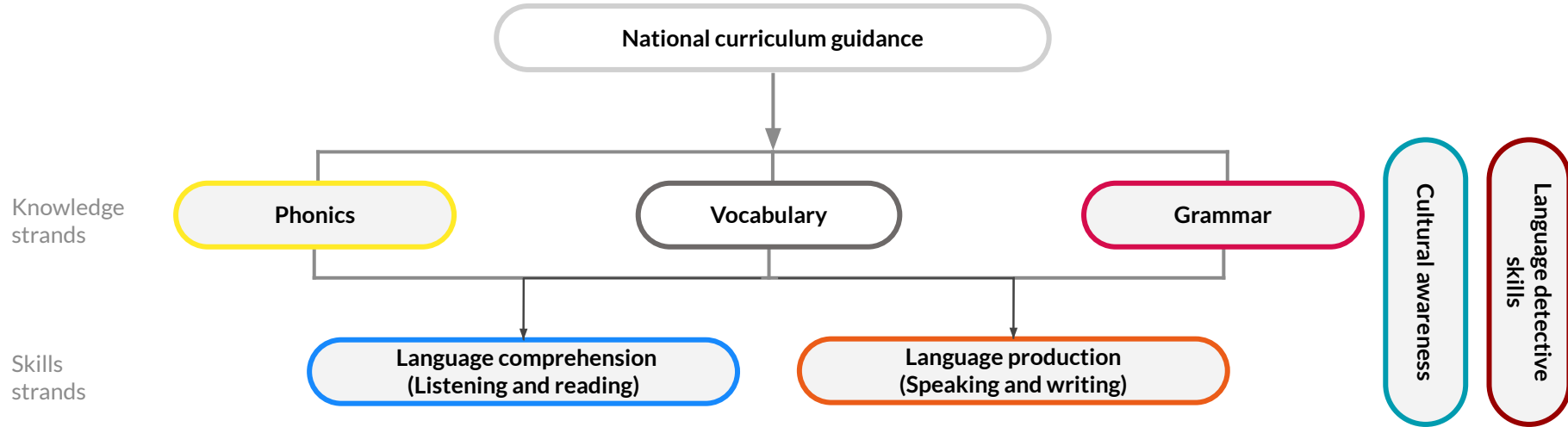
# Why teach Spanish?

- Widely spoken
- Relatively simple to pick up
- Relevant
- Popular
- [British Council Language Trends Survey 2023](#)
- [British Council Languages for the Future Report 2017](#)
- The UK needs Spanish speakers!



# Scheme design

From the Ofsted research review: languages, we have identified three knowledge strands or 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



See more on how Spanish is organised with our [long-term plan](#).

# Knowledge strands

## Phonics



- Why? - Phonics in language learning
- What? - Progression
- When/Where? - Explicit vs implicit teaching
- How? - Kapow methods and [Mouth Mechanics®](#)






# Knowledge strands

## Vocabulary











- Key vocabulary
- Topic vocabulary
- Independent comprehension and phonic knowledge
- Support resources

Spanish - Spanish portraits

Tiene los ojos \_\_\_\_\_. She/he has \_\_\_\_\_ eyes.

 azules blue	 marrones brown	 verdes green
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Tiene el pelo \_\_\_\_\_. She/he has \_\_\_\_\_ hair.

 blanco white	 castaño brown	 negro black	 rojo red	 rubio blonde
 corto short	 largo long	 rizado curly	 ondulado wavy	 liso straight

A: Tiene los ojos verdes y el pelo castaño, largo y liso. ¿Quién es?  
She/he has green eyes and brown, long, straight brown hair. Who is it?

B: ¿Es Sonia?  
Is it Sonia?

A: Sí.  
Yes.

 Tiene barba. He has a beard.	 Tiene bigote. He has a moustache.	 Lleva gafas. She wears glasses.	 Es calvo. He is bald.
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Spring 1  
In a Spanish café

quiero quieres beber comer para por favor con	I want you want to take (to drink) to eat for /to Please with
¿Qué quieres beber/comer? Quiero ... ¿Y para comer? ¿Algo más?	What do you want to drink/eat? I want ... And to eat? Anything else?
	<b>Names of cafe food and drink</b>


# Knowledge strands


## Grammar

- Planned sequence of key structures
- Explicitly taught and systematically revisited
- Promotes the creative use of language
- Support resources

Adjectives		
Masculine	Feminine	English
pequeño	pequeña	small
grande	grande	big
lento	lenta	slow
rápido	rápida	fast
travieso	traviesa	naughty
obediente	obediente	obedient
mono	mona	cute
feroz	feroz	fierce
tranquilo	tranquila	calm
energético	energética	energetic
amistoso	amistosa	friendly
tímido	tímida	shy

Some adjectives are the same in both the masculine and feminine forms, e.g.

un caballo grande 

una vaca grande 

Masculine	Feminine
Adjectives ending in 'o'	
negro	negra
rojo	roja
blanco	blanca
Adjectives not ending in 'o'	
verde	verde
naranja	naranja
azul	azul
gris	gris
marrón	marrón

Adjectives must 'agree' with the noun they describe, e.g.

un gato blanco 

una lagartija blanca 

¿Tienes una mascota?

Si. Tengo un conejo gris. Es mono.

Do you have a pet?

Yes. I have a grey rabbit. It is cute.

¿Tienes una mascota?

Si. Tengo una rana amarilla. Es energética.

Do you have a pet?

Yes. I have a yellow frog. It is energetic.

¿Tienes una mascota?

No tengo mascota.

Do you have a pet?

No, I do not have a pet.

	Year 3	Year 4	Year 5	Year 6
<b>Feminine and masculine forms:</b>	To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro.	To know that the ending of an adjective often changes according to the gender of the noun it describes.	To know that the ending of an adjective often changes according to the gender and number of the noun it describes.	To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.
<b>Adjectives</b> (position and agreement)		To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.		To know a range of prepositions to describe the position of objects.
		To know that when standalone adjectives are used, such as when saying es fantástico, we always use the singular masculine form of the adjective.		



# Progression of skills -

Language comprehension  
(Listening and reading)



Language production  
(Speaking and writing)



National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short audio passages to give an appropriate response.	Listening and following the gist of information from an extended audio passage using language detective skills.



# Language detective skills

## What?

- Spotting cognates
- Recognising learnt vocabulary
- Using context
- Considering word order
- Interpreting non-verbal clues and tone of voice
- Understanding gist

## Why?

- Empower children to discover meaning independently
- Lay a foundation for the future





# Teacher CPD Videos

Bite-sized and designed for non-specialist teachers to feel confident in teaching Spanish.

- Grammar
- Lesson organisation
- Cultural insight

Teacher video: Understanding verb conjugations

Kapow Primary

yo (I)	tu (you)	el/ella (he/she)
me llamo	te llamas vives	se llama vive tiene

2:30

Teacher video: Getting started with Spanish

Kapow Primary

3:00

Pupil video: Street parade

Kapow Primary

0:31

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