



The Riverview Academy

Curriculum Progression : Spanish

EXCELLENCE AND AMBITION FOR ALL

Respect

Excellence

Resilience

Teamwork

Kindness

Responsibility

Whole School: Riverview Curriculum Intent

At The Riverview Academy, our values are at the heart of everything we do. We are a kind, inclusive community that embraces individuality and creates opportunities for all, irrespective of gender, race, disability or background. Through excellent education in a safe and nurturing environment, we empower every child to become the very best version of themselves. Guided by kindness, excellence, respect, resilience and teamwork, our children grow into confident, creative learners who make a positive difference to our school, our community, and the wider world.

Spanish: Riverview Curriculum Intent

At The Riverview Academy, our Spanish curriculum is designed to develop pupils' curiosity about language and culture while building the foundations for successful language learning. We aim to develop confident and enthusiastic linguists who are willing to communicate, take risks with language and recognise the value of learning another language in an increasingly interconnected world.

Spanish is taught from Key Stage 2, where pupils progressively develop their ability to listen, speak, read and write in Spanish. Pupils build a secure bank of vocabulary and increasingly understand how sounds, spelling patterns and grammatical structures work together, enabling them to move from individual words and phrases towards increasingly independent sentences and conversations.

As pupils progress through Key Stage 2, they revisit and build upon prior learning, developing greater fluency, accuracy and independence. Pupils learn to ask and answer questions, express opinions, read and understand increasingly complex texts and communicate ideas in writing, while making connections between Spanish and their knowledge of English and other languages.

Alongside language development, pupils explore the cultures and traditions of Spanish-speaking countries and communities, developing an appreciation that languages provide a window into different people, places and ways of life. By the time pupils leave The Riverview Academy, they will have the vocabulary, grammatical understanding, pronunciation and confidence needed to communicate meaningfully in Spanish and a strong foundation for further language learning at secondary school.

Our Five Pedagogical Pillars

At Riverview, our approach to teaching and learning is grounded in five key pedagogical pillars, all underpinned by a well-planned curriculum that is sequential and progressive. These pillars work together to ensure that every child is supported to access the curriculum, make progress, and thrive. Where needed, bespoke adaptations and provision are made to ensure every child can succeed. This framework ensures we are consistent, inclusive, and ambitious in our approach to teaching and learning across the school. The 5 pillars are:

Effective Questioning:

We use strategies such as Think-Pair-Share and ABC (Agree, Build, Challenge) to promote deep thinking, discussion, and engagement.

Modelling:

Lessons are built around the I do, we do, you do approach to provide clear scaffolding and build independence.

Retrieval Practice:

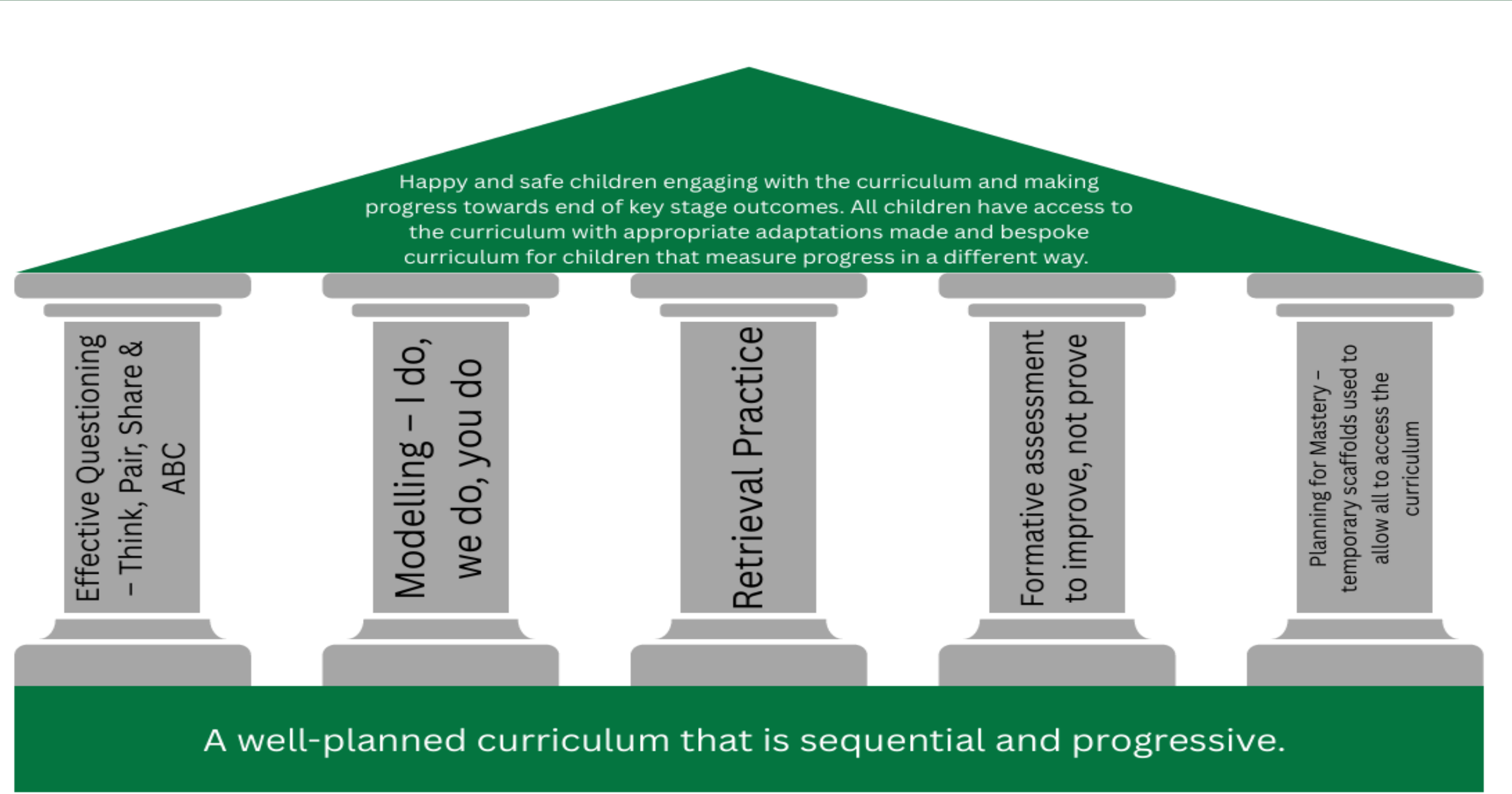
Children regularly recall prior learning to strengthen memory, make connections, and deepen understanding.

Formative Assessment:

Assessment is used to improve, not prove learning. Teachers adapt teaching responsively based on what children know and need next.

Planning for Mastery:

We use temporary scaffolds and supports to enable all learners to access the curriculum and achieve success.



Happy and safe children engaging with the curriculum and making progress towards end of key stage outcomes. All children have access to the curriculum with appropriate adaptations made and bespoke curriculum for children that measure progress in a different way.

Effective Questioning
– Think, Pair, Share &
ABC

Modelling – I do,
we do, you do

Retrieval Practice

Formative assessment
to improve, not prove

Planning for Mastery –
temporary scaffolds used to
allow all to access the
curriculum

A well-planned curriculum that is sequential and progressive.

Curriculum Strands



Phonics



Vocabulary



Grammar



Speaking



Listening



Reading



Writing

Substantive Concepts:



Communication



Culture

What is the Spanish Curriculum?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Unit 1: Spanish greetings with puppets	Unit 2: Spanish numbers and ages	Unit 3: Shapes and colours in Spanish	Unit 4: Classroom objects in Spanish	Unit 5: Where do you live in Spain?	Unit 6: Journey around Latin America
Year 4	Unit 1: Dates in Spanish	Unit 2: Pets in Spanish	Unit 3: Weather in Spain	Unit 4: In a Spanish café	Unit 5: Spanish celebrations	Unit 6: The Amazon rainforest
Year 5	Unit 1: Describing family and friends in Spanish	Unit 2: Spanish portraits	Unit 3: Sports in Spanish	Unit 4: Spanish food and drink	Unit 5: A trip across Spain	Unit 6: Saving South America
Year 6	Unit 1: Clothes in Spanish	Unit 2: School life in Spanish	Unit 3: Household tasks in Spanish	Unit 4: Shopping in Spain	Unit 5: Free time in Spain	Unit 6: Maya city treasure hunt

How our units of work are mapped out:

Our units are designed to provide a creative, stimulating curriculum for pupils at Key Stage 2 where they can enjoy playing with language and become life-long lovers of Spanish. Skills, grammar, structures and vocabulary are revisited and interweaved so children can revisit themes and topics throughout their progression at our school to help develop mastery in a language.

Cultural Capital and Enrichment

Where did the term cultural capital come from?

In the 1970s, Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu believed that cultural capital played an important, and subtle role. For Bourdieu, the more capital you have the more powerful you are.

Bourdieu saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table. The Riverview Academy is committed to ensuring all our pupils are equipped with the knowledge and cultural capital they need to succeed in life. Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We want all our pupils to leave Riverview, by the end of KS2, with aspirational goals for their future, without any limitations. We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu. We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

	Year 3	Year 4	Year 5	Year 6
 Speaking	- Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). - Speak aloud familiar words or short phrases in chorus. - Use correct pronunciation when speaking and start to see links between pronunciation and spelling.	- Communicate by asking and answering a wider range of questions, using longer phrases and sentences. - Present short pieces of information to another person. - Apply phonic knowledge to support speaking (also reading and writing).	- Take part in short conversations using sentences and familiar vocabulary. - Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. - Understand and express simple opinions using familiar topics and vocabulary.	- Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. - Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). - Use connectives to link together what they say so as to add fluency.
 Listening	- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). - Develop understanding of the sounds of individual letters and groups of letters (phonics).	- Listen for and identify specific words and phrases in instructions, stories and songs. - Follow a text accurately whilst listening to it being read.	- Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). - Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.	- Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. - Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
 Reading	- Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. - Read aloud familiar words or short phrases in chorus.	- Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). - Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.	Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).	- Read aloud with expression and accurate pronunciation. - Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
 Writing	Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).	- Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). - Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) - Check spellings with a dictionary.	- Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). - Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) - Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).

	Year 3	Year 4	Year 5	Year 6
 Grammar	Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.	- Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. - Introduce and use the negative form. - Begin to look at what a fully conjugated verb looks like.	- Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. - Use the negative form, possessives and connectives. - Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	- Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. - Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. - Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).