



Daily routine	<ul style="list-style-type: none">• To recall phrases to describe feelings in the target language• To understand 'o'clock' phrases in the target language• To talk about daily routine in the target language• To answer questions about daily routine in the target language
Homes and Houses	<ul style="list-style-type: none">• To understand the nouns for rooms in a house in the target language• To understand the nouns for some items of furniture• To read and understand some simple descriptions of rooms in a house in the target language.• To follow and understand a descriptive story• To write descriptive sentences using adjectives of colour and size• To recognise and understand some familiar and unfamiliar nouns in the target language• To understand some prepositions
Playing and Enjoying Sport	<ul style="list-style-type: none">• To create opinions about a sport in the target language• To look at and use the verb 'to play'• To understand and write simple information about a sport in the target language• To express a like or dislike of a sport in the target language
Funfair and Favourites	<ul style="list-style-type: none">• To know some nouns for fun fair rides and food in the target language• To write simple sentences about a funfair in the target language• To express opinions of favourite things in the target language, recalling prior learning• To recall some key facts about a tradition in the target language country





O.S.S. SPANISH STAGE 4 YEAR 6 END POINTS



Café culture	<ul style="list-style-type: none">• To know some facts about café culture• To ask politely for snacks and drinks in the target language• To understand information about food and meals• To explore breakfast foods and different types of breakfast
Performance time	<ul style="list-style-type: none">• To participate in short sketches using familiar language• To recall familiar core language in the target language• To apply their language skills to learn other languages





UKS2 End Points (Stages 5 and 6):

To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language.

To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them.

To use reading comprehension strategies such as skim and scan to understand unfamiliar language

To use context to form educated guesses and use this and prior learning to aid translation

To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language.

To develop the ability to speak fluently (without conscious thought)

To use a model effectively to aid writing grammatically accurate and extended sentences.

To develop the ability to use and create memory hooks to remember more.

To develop metacognitive strategies to learn and remember more language.

To know how to use opportunities to practise to improve long-term memory and recall.

To use a bilingual dictionary independently to look up unfamiliar words

To develop as global citizens through broadening the understanding of the target language and culture.

