



Teaching Type: Intermediate

Unit Objective: To learn a range of language strategies to help decode unknown language in Spanish

By the end of this unit we will be able to:

- Listen attentively to key facts from Tudor history in Spanish.
- Build on previously learnt skills to decode longer spoken and written Spanish language.
- Learn and be able to recall some key Tudor facts from history in Spanish.

Skills we will develop:

To further improve memory, recall and retention skills using English literacy knowledge (SPAG) and what words 'do' in sentences. Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language. Learning to use knowledge of a topic in one language to help decode in another. How languages have similarities as well as differences.

Activities we will complete:

A number of different activities to help decode and unravel unfamiliar language in Spanish. Activities based on language learning strategies such as categorising unknown text and language into verbs, adjectives and nouns, tying into literacy work. Working towards the final task of describing Henry's wives in Spanish using the key adjectives as presented in the unit.

Grammar we will learn & revisit:

Verbs, adjectives and nouns. Learning to categorise unknown language in a Spanish text by looking at the role of particular word in a sentence.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early Learning' units.
 - Basic decoding skills as learnt in 'Caperucita Roja' (Early Learning unit).
Looking for cognates and gist listening and reading for meaning.
- Vocabulary from 'Me Presento' unit (Intermediate).
- What a verb, noun and adjective is in English.
- That adjectives can change spelling in Spanish due to gender (as seen 'Me Presento' unit).
- Some basic facts on Henry VIII and his 6 wives.

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- **CA** sound in **casa** & **cátolica**
- **CE** sound in **tercer**
- **CI** sound in **civil** & **Palacio**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like re-li-gio-sa.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ca-só.

Vocabulary we will learn & revisit:

There will be a lot of new language presented in this unit. This is a unit that explores language learning strategies and therefore there is a lot more language in spoken and written form presented. Not all to be learnt! All on Vocabulary Sheet.