

The New Zealand Curriculum

Learning Languages

Spanish Novice

September 2026

About this document

This document provides the Years 0-10 Spanish Teaching Sequence, which is one of several languages included as a senior secondary subject in the National Curriculum. Learning Languages and Ngā Reo are optional parts of the curriculum, but schools are encouraged to offer language learning opportunities to students in Years 7-10.

The Years 0-10 Spanish Teaching Sequence can be used flexibly by schools to provide language learning opportunities in Years 0-10, and it can be used with either Learning Languages (in The New Zealand Curriculum) or Ngā Reo (in Te Marautanga o Aotearoa). Together, the Years 0-10 Spanish Teaching Sequence provides prior teaching and learning that supports students to study the language as a Year 11+ subject. The Year 11-13 continuation of these sequences will be published once finalised.

This document, Spanish Teaching Sequence, is proposed to be made by the Minister of Education as a National Curriculum Statement under section 90(1)(a) of the Education and Training Act 2020. Once made and published in the New Zealand Gazette, it will set the requirements for the teaching of Spanish in state schools, and schools that offer Spanish will be required to start using it:

- From 1 January 2029 for students in Years 0-8, with schools needing to make a start by developing, and then executing, a plan that achieves full implementation as soon as practicable and by no later than the end of 2030.
- From 1 January 2027 for students in Years 9-10, with schools needing to make a start by developing, and then executing, a plan that achieves full implementation as soon as practicable and by no later than the end of 2027.

The proposed transition arrangements above recognise that, depending on their contexts, some schools may not be ready for full implementation on day one of the specified school year.

Implementation requirements for specified kura boards will be confirmed when the proposed National Curriculum Statements are made under the Act and published in the New Zealand Gazette. This is to allow more time for the Crown to engage with Kaupapa Māori education providers through their representative bodies in advance of these proposed decisions affecting their kura. A specified kura board means the board of any of the following:

- a kura kaupapa Māori
- a designated character school with a character that is hapū- or iwi-based or that affiliates with Ngā Kura ā-Iwi o Aotearoa
- a state integrated school with a special character that is hapū- or iwi-based.

This document will be updated with the replaced version made under the Act and published in the New Zealand Gazette once that has occurred.

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Purpose statement

*Ko tōu reo, ko tōku reo, te tuakiri tangata. Tihei uriuri, tihei nakonako.
Your language and my language are expressions of identity. May our descendants live on, and our hopes be fulfilled.*

This learning area equips students with the linguistic, cultural, and sociolinguistic knowledge needed to communicate in an additional language.

Learning Languages provides students with the knowledge and practices to interpret meaning, adapt communication for different audiences and situations, and communicate purposefully in increasingly complex contexts. It also supports literacy development by strengthening students' understanding of how language works, how meaning is communicated, and how spoken, written, and signed language are used in different contexts.

Through learning additional languages, students develop understanding of the cultural and social contexts in which languages are used and recognise that language reflects and upholds the values, stories, and practices of different communities and cultures. This enables them to contribute meaningfully to New Zealand's diverse society and increasingly interconnected world.

Learning Languages exposes students to new ways of thinking about themselves and their world. It can deepen understanding of their first language, strengthen cultural connections, contribute to the vitality of languages, and build confidence in communicating with others in a range of contexts.

Learning Languages prepares students to further develop their language proficiency in Years 11–13 in the language they have studied, including Te Reo Māori, New Zealand Sign Language, Gagana Sāmoa, Gagana Tokelau, Lea Faka-Tonga, Te Reo Māori Kūki 'Āirani, Vagahau Niue, French, German, Spanish, Chinese (Mandarin), Japanese, and Korean.

Learning area structure

Learning Languages consists of three sequences - Novice 1, 2, and 3, which lay out the knowledge and practices to be taught during these three stages of learning. In Learning Languages, teaching is structured around distinct two strands:

- **Linguistic Knowledge** focuses on how language works. It develops student understanding of pronunciation, vocabulary, grammar, and spelling.
- **Cultural and Sociolinguistic Knowledge** focuses on how language is shaped by culture and context. It develops student understanding of cultural practices, values, beliefs, and social norms and supports the development of intercultural communicative competence.

Communication skills

Developing communication skills is fundamental to Learning Languages. Students learn through communication modes (listening, speaking, reading, writing, and interacting) that are interconnected, and progress in one mode strengthens progress in others. The skills associated with each mode support effective communication across Novice 1, 2, and 3.

Knowledge, Practices and Language Examples

In Learning Languages, the communicative practices drive the learning experience. The knowledge component sets out the scope of content to be taught alongside the practice. Because language and culture are inherently interconnected, the linguistic and cultural/sociolinguistic strands are grouped together and connect to a shared practice rather than having separate practices for each strand. This structure recognises that learners communicate most effectively when they draw on both linguistic knowledge and cultural understanding to use language in meaningful, authentic, and contextually appropriate ways. Teachers have autonomy to sequence

the knowledge and practices to bring the language to life for the students they are teaching.

The language examples are non-exhaustive and are intended to illustrate the types of language students might use and understand when demonstrating the practice. These examples are neither mandatory nor intended to represent the only language that should be taught. Teachers are encouraged to introduce additional examples and language that reflect their teaching context and students' learning needs.

Flexible Progression

Unlike the year-by-year structure used in many learning areas, the Novice sequences are proficiency-based. Novice 1, Novice 2, and Novice 3 may therefore be taught at any year level. Teachers design learning in response to the needs of their students and the time available, adapting the order, contexts, and content to maintain a practice-driven approach.

Language Groups

The curriculum provides detailed teaching sequences across five language groups: Te Reo Māori, New Zealand Sign Language (NZSL), Pacific Languages, Asian Languages, and European Languages. Schools may also choose to offer additional languages outside of the 13, where they have the resources and community interest to do so.

European Languages introduction

Learning French, German, and Spanish during the three Novice sequences immerses students in rich linguistic and cultural exploration and global connection. These languages use alphabetic writing systems and share linguistic similarities with English, making them more accessible and often quicker to acquire for English-speaking learners.

In Novice 1 and 2, teachers introduce students to everyday expressions and phrases, and key linguistic features of the target language. This enables students to begin communicating across all modes — speaking, listening, writing, reading, and interacting. Teaching focuses on greetings and introductions and on supporting students to communicate simple personal details about themselves, their families, and their immediate surroundings in the present tense. Students begin to use the target language to express likes, dislikes, and immediate needs of a concrete type, as well as to engage in everyday classroom interactions. Teachers also guide students to understand and use basic cultural norms and politeness conventions, while creating an authentic language learning environment.

In Novice 3, teachers focus on developing a broader and more flexible repertoire of language so students can locate, describe, and compare their immediate surroundings (for example, home, school, hometown, people) and communicate about activities and routines. Students learn to express opinions, wants, needs, and obligations, and to give and seek permission. Teachers guide students to comprehend and produce simple, connected text across all modes on topics of personal interest, spanning the past, present, and future. Students engage respectfully in transactional communication, including planning with others and interacting in everyday settings like shops, restaurants, and public transport. Teachers encourage students to demonstrate curiosity about other cultures by asking questions and listening to other perspectives.

Capabilities across the phases

Learning Languages provides rich opportunities for students to strengthen the capabilities that support communication across cultures, linguistic understanding, and participation in an interconnected world. Students enhance **communication** in their journey as a language learner, as communication is the foundation of Learning Languages, **collaboration** as they exchange ideas, co-construct meaning, and build shared understanding, **self-management** as they take increasing responsibility for their language learning and reflect on their progress, **problem solving** as they adapt language and strategies to communicate effectively, and **creativity** as they explore and express ideas in new ways. Together, these capabilities enable students to participate confidently in culturally diverse communities and multilingual settings.

Spanish Novice

Communication

The skills across each communication mode below support effective communication during the Novice phase. The modes are interconnected, and progress in one strengthens progress in others. Teachers select and teach the skills that best align with the needs of their students, alongside the knowledge and practices in their teaching programmes.

		During Novice 1, student,ts will:	During Novice 2, students will:	During Novice 3, students will:
Receptive skills	Listening	- recognise simple classroom language - recognise everyday familiar words and very basic phrases concerning personal information, family, and immediate surroundings.	- understand instructions in a classroom environment - begin to understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance (e.g. personal information, simple descriptions and preferences, time, and ownership) - begin to make sense of unfamiliar language by recognising similarities with words from languages they already know (cognates).	- understand phrases and vocabulary related to matters of immediate personal relevance (e.g. people and places, activities and routines) - begin to understand enough to be able to meet some needs of a concrete type (e.g. directions, permissions) - begin to make sense of unfamiliar language by using clues from word structures and context.
	Reading	recognise everyday familiar words and very simple phrases in very short, simple texts concerning personal information, family, and immediate surroundings.	- begin to understand short, simple texts containing familiar phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance (e.g. personal information, simple descriptions and preferences, time, ownership) - begin to recognise basic written spelling conventions and simple punctuation - begin to make sense of unfamiliar language by recognising similarities with words from languages they already know (cognates).	- read short, simple texts containing phrases and vocabulary related to areas of immediate personal relevance (e.g. people and places, activities and routines) - recognise basic written spelling conventions and simple punctuation - begin to make sense of unfamiliar language by using clues from word structures and context.
Productive skills	Speaking	produce simple, mainly isolated phrases and sentences about themselves, their families, and their immediate surroundings.	produce simple phrases and sentences containing highest-frequency vocabulary related to areas of most immediate personal relevance (e.g. personal information, simple descriptions and preferences, time, ownership).	describe or present about matters of immediate personal relevance (e.g. people and places, activities and routines), expressing opinions and giving reasons in a simple way.
	Writing	produce simple, isolated phrases and sentences about themselves, their families, and their immediate surroundings.	produce a series of linked simple phrases and sentences containing highest-frequency vocabulary related to areas of most immediate personal relevance (e.g. personal information, simple descriptions and preferences, time, ownership).	- produce straightforward connected texts about matters of immediate personal relevance (e.g. people and places, activities and routines), expressing opinions and giving reasons in a simple way. - begin to use resources appropriately (e.g. artificial intelligence, dictionaries, glossaries) to experiment with some new language in writing and to check spelling.
	Interacting	- exchange simple phrases to meet some immediate needs in the classroom - use formulaic language and simple phrases to exchange information about themselves, their families, and their immediate surroundings.		- use formulaic language and simple phrases to initiate and sustain short conversations about matters of immediate personal relevance (e.g. people and places, activities and routines), familiar matters regularly encountered (e.g. school, leisure), and needs of a concrete type (e.g. directions, buying and ordering, making arrangements) - use strategies to sustain an interaction, such as self-correcting, repetition, clarification, and relying on known language to compensate for missing vocabulary.

Spanish Novice 1

Teaching sequence

	During Novice 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
Linguistic Knowledge	- The words and phrases used for greetings, farewells, and introductions vary depending on the social context, as some situations may require more formal conventions. - Formulaic expressions for greetings, farewells, and introductions often use simple forms of the verbs 'ser', 'estar', 'llamarse', and 'presentar'. - The Spanish alphabet has 27 letters. - Spanish has some distinct features, such as: - an extra letter, 'ñ' - a silent letter, 'h' - some different punctuation, such as accent marks and inverted question and exclamation marks. - Spanish spelling is largely phonetic, meaning that the pronunciation of a word is predictable from its spelling.	- Use basic greetings and farewells in different contexts. - Introduce oneself and others and respond to introductions appropriately. - Ask others how they are and respond appropriately when asked.	Greetings - Hola. - Buenas noches. Farewells - Adiós. - Hasta luego. Asking how someone is doing ¿Cómo estás? Estoy bien/mal. ¿Y tú? Introductions - Te presento a Juan. Interaction Luis: ¿Cómo te llamas? Julia: Me llamo Julia. Luis: Soy Luis. Julia: Mucho gusto.
Cultural and Sociolinguistic Knowledge	- Spanish is an official language in 21 countries. - The use of the language and cultural norms, such as handshakes and kissing on the cheek, varies across Spanish-speaking countries.		
Linguistic Knowledge	- The verb endings used for classroom instructions change according to who is being addressed. For example: - for one person (tú), the imperative ending (e.g. 'habla', 'lee') is used - for groups (vosotros), the final -r of the infinitive is replaced with -d (e.g. 'hablad', 'leed') - in more formal contexts (usted/ustedes), the present subjunctive form (e.g. 'hable', 'hablen') is used.	- Respond to and use simple classroom language and politeness conventions. - Recognise the words for common classroom objects and expressions of location.	Classroom instructions - Levantaos. / (La clase) se levanta. - Abrid sus cuadernos. / (La clase) abre su/tu cuaderno. - Sacad un lápiz. / (La clase) saca un lápiz. - Repetid. / (La clase) repite. Classroom questions ¿Listo/a(s)? ¿Cómo se dice ...? ¿Puedo ir al baño? Classroom comments - Excelente. - Muy bien. - Más o menos. Common phrases and politeness conventions - Sí. / No. - Por favor. - De nada. - No importa.
Cultural and Sociolinguistic Knowledge	- Spanish uses different forms for giving commands; they are generally in the 'you' form, but with singular and plural options as well as regional variations between Spain and Latin America. - Communication can be supported with set expressions for clarification, checking for understanding, asking for repetition, and asking for vocabulary translations.		
Linguistic Knowledge	Formulaic questions and answers for identifying where a person is from, where they live, and what languages you speak often use the singular forms of the verbs 'tener', 'vivir', and 'hablar'.	Exchange basic personal information.	Age

	During Novice 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
	• Subject pronouns are used only sparingly with verbs, mainly for emphasis and clarity, because the verb ending already indicates the subject. • In Spanish, verbs in the present tense change their endings to agree with the subject in terms of person and number (e.g. ‘yo hablo’, ‘tú hablas’). • Numbers are similar across Romance languages. • When talking about age in Spanish, the verb ‘tener’ (to have) is used, instead of the equivalent ‘be’ verb that is used in English. • Cognates such as ‘nombre’, ‘nacionalidad’, and ‘número de teléfono’ can be used to express basic personal information.		• ¿Cuántos años tienes? Tengo 11 años. Where they are from • ¿De dónde eres? Soy de Nueva Zelanda. Where they live • ¿Dónde vives? Vivo en Auckland, en Nueva Zelanda. Languages they speak • ¿Qué idiomas hablas? Hablo inglés y un poco de māori. • Soy de México y hablo español.
Cultural and Sociolinguistic Knowledge	• Many Spanish-speaking countries have indigenous languages as well as other regional languages (e.g. Catalan and Basque in Spain).		
Linguistic Knowledge	• The numbers 16–19 in Spanish follow the same pattern where the ones unit is simply added onto the base ten, with a slight change in spelling and pronunciation (e.g. ‘diez’ + ‘seis’ becomes ‘dieciséis’, ‘diez’ + ‘nueve’ becomes ‘diecinueve’). • In Spanish, all nouns are either masculine or feminine. Generally, nouns ending in –o are masculine and nouns ending in –a are feminine. However, there are exceptions to this rule, so it is recommended to learn the article in conjunction with the noun. • The masculine plural is used for mixed-gender groups. • The days of the week and the months are all masculine nouns. • In Spanish, the days of the week and the months are not capitalised.	• Communicate about the days of the week, months, dates, and birthdays.	Numbers (16–31) • dieciséis, diecisiete ... • veinte, veintiuno ... • treinta, treinta y uno ... Days of the week • ¿Qué día es hoy? Hoy es jueves. Months of the year • ¿Qué mes es hoy? Es julio. Date • ¿Qué fecha es hoy? Hoy es jueves 11 de marzo. Birthday • ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 23 de abril. • ¡Feliz cumpleaños!
Cultural and Sociolinguistic Knowledge	• The names of the days of the week in Spanish reflect historical and religious influences from different traditions, including Roman mythology, Christianity, and earlier celestial naming traditions linked to the moon and planets. • Spanish-speaking countries observe religious holidays like Christmas and Easter, alongside nationally significant secular holidays (e.g. Mexico’s Independence Day) and seasonal traditions (e.g. Las Fallas in Spain). • Birthday celebrations in Spanish-speaking countries share some traditions but also vary across countries and regions.		
Linguistic Knowledge	• In Spanish, the verb ‘hacer’ is used to describe general weather conditions (e.g. ‘hace sol’ for ‘it is sunny’), while verbs such as ‘llover’ and ‘nevar’ are used to describe specific weather events. • Impersonal verbs conjugated in the third person singular are used to talk about the weather.	• Communicate about the weather and the seasons.	Weather • ¿Qué tiempo hace? Hace calor/frío. • Está nublado. • Llueve. Seasons • ¿Qué tiempo hace en verano? En verano no nieva y hace calor.
Cultural and Sociolinguistic Knowledge	• Spanish-speaking countries span both the Northern and Southern Hemispheres, so seasonal changes occur at different times of the year.		
Linguistic Knowledge	• The possessive adjectives ‘mi’, ‘tu’, and ‘su’ do not change for gender but do agree in number with the noun (e.g. ‘mi abuelo’, ‘mis abuelos’, ‘tu gato’, ‘tus gatos’). • Most plurals are formed by adding –s to nouns ending in a vowel and –es to nouns ending in a consonant. • The negative ‘no’ goes before the verb (e.g. ‘No tengo hermanos’). • While ‘padre’ in the singular means ‘father’, the plural form ‘padres’ means both ‘parents’ and ‘fathers’ and therefore refers to both mother and father.	• Communicate about families, including names and ages.	Family • ¿Cómo es tu familia? Tengo una familia grande/pequeña. • ¿Cómo se llama tu padre/madre? Mi padre se llama Juan. • ¿Tienes mascotas? Sí, tengo un perro y dos gatos.

	During Novice 1		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
	• The use of the masculine form as the default for gender-neutral contexts is a common feature across Romance languages, including Spanish.		Age • ¿Cuántos años tiene tu hermano? Mi hermano tiene 10 años.
Cultural and Sociocultural Knowledge	• Extended family may live in the same household. • In Spanish-speaking cultures, people typically use two family names, keeping their paternal and maternal surnames.		

Spanish Novice 2

Teaching sequence

	During Novice 2		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
Linguistic Knowledge	- There are different forms for 'you', depending on the familiarity and relationship between the speakers. For example: 'tú' is used for people who are younger or very familiar 'usted' is used for when meeting an adult for the first time or someone who is older or to show respect. - As in English, names of countries in Spanish are capitalised. However, unlike in English, the names of languages and nationalities are not. - Nationalities agree in gender and number with the person being described.	- Use greetings, farewells, and introductions, and exchange basic personal information in a formal context. - Communicate about nationality or ethnicity in formal and informal contexts.	Formal greetings and farewells - Buenos días. - Buenas tardes. - Buenas noches. - Mucho gusto. - Hasta luego. Formal introductions ¿Cómo se llama? Me llamo Juan. ¿De dónde es? Soy de Argentina. - Le presento a Andrea. Nationalities/ethnicities (formal) ¿Cuál es su nacionalidad? Soy australiano/a. Nationalities/ethnicities (informal) ¿Cuál es tu nacionalidad? Soy mexicano/a.
Cultural and sociolinguistic Knowledge	- Many languages (e.g. French and German) use equivalent 'tú'/'usted' forms to indicate levels of respect or familiarity. Other languages convey formality through different linguistic features (e.g. registers in Pacific languages). - Using the informal 'tú' when the formal 'usted' is required could be perceived as rude.		
Linguistic Knowledge	- The verb 'hay' means both 'there is' and 'there are' — it does not change between singular and plural. - Articles in Spanish use grammatical gender and number (un/una, el/la, unos/unas, los/las) that agree with the noun.	- Communicate in a classroom environment using an extended repertoire of instructions and short interactions. - Identify and communicate about classroom and school objects.	Classroom instructions - Escribe en el cuaderno. - Trabaja con tu pareja. - Mira la pizarra. Classroom interactions ¿Tienes un lápiz? - Necesito un lápiz, por favor. ¿Dónde está tu libro? Mi libro está en mi mochila.
Linguistic Knowledge	- Adjectives like 'bueno' (good), 'malo' (bad), 'interesante' (interesting), and 'aburrido' (boring) are used to provide basic reasons for preferences. - The verb 'gustar' (to please) is used to talk about likes or dislikes. - The pronoun before 'gusta(n)' (me, te, le, nos, les) reflects the person doing the liking or disliking (literally who is being pleased or not pleased). - The construction 'gusta(n)' + [definite article] + [noun] is used to express liking a thing (e.g. 'Me gusta el español'). 'Gustar' is conjugated to agree with the thing being discussed. For example, 'I like mathematics' is 'Me gustan las matemáticas' (literally meaning 'Mathematics pleases me'), with 'gustan' conjugated to agree with 'las matemáticas'. - The singular form 'gusta' is used with infinitive verbs (–ar, –er, –ir) to express liking an action. - Dislike is expressed by placing 'no' before 'me gusta(n)'.	Express preferences and likes and dislikes in familiar contexts and give reasons in a simple way where appropriate.	Preferences ¿Cuál es tu asignatura favorita? Mi asignatura favorita es el español. ¿Cuál es tu actividad favorita? Mi actividad favorita es escuchar música. Likes and dislikes ¿Qué asignaturas te gustan? Me gusta el inglés porque es interesante. ¿Qué asignatura no te gusta? No me gustan las ciencias porque son difíciles. ¿Qué te gusta hacer después de la escuela? Después de la escuela me gusta mirar la televisión.

	During Novice 2		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
	- Adjectives need to agree in gender and number with the noun they qualify. 'Porque' is the linking word that introduces reasons.		
Cultural and Sociolinguistic Knowledge	Preferences in areas such as food, school subjects, after-school activities, sports, and music may vary between New Zealand and Spanish-speaking countries due to cultural influences and regional traditions.		
Linguistic Knowledge	- In Spanish, adjectives must agree with the noun they qualify in both gender (masculine or feminine) and number (singular or plural). - This also applies to possessive adjectives: mi(s), tu(s), su(s), nuestro/a(s), vuestro/a(s). - Adjectives generally follow the nouns they describe, a structure that is similar to te reo Māori but different from English. - The negative 'no' goes before the verb meaning 'to be' (e.g. 'No soy alta'). - A variety of question words are needed to find out about people (e.g. '¿Cómo?', '¿Qué?', '¿Dónde?', '¿Cuál?').	Describe appearance and qualities of people, animals, and objects.	Qualities ¿Cómo eres? Soy muy divertido y un poco inteligente. ¿Cómo es tu profe de ...? Es muy divertido y bastante estricto. Physical characteristics ¿Cómo eres? Soy joven y alto, y tengo los ojos azules. ¿Cómo es tu hermana? Mi hermana es alta y tiene el pelo largo y negro.
Cultural and Sociolinguistic Knowledge	What is considered polite or appropriate when describing someone's appearance may vary across cultures and contexts. Spanish often uses physical descriptors as neutral identifiers (e.g. 'la morena', 'el rubio').		
Linguistic Knowledge	The verb 'ser' is used to tell the time, and it changes from 'es' to 'son' to agree with the time in number (e.g. 'es la una', 'son las dos').	Tell the time.	Time ¿Qué hora es? Es la una en punto. - Son las diez y media.
Cultural and Sociolinguistic Knowledge	- Most Spanish-speaking countries use the 12-hour clock, while some, like Argentina, use the 24-hour clock. - Perceptions of punctuality are varied across Spanish-speaking cultures. While business and formal appointments are often treated with timeliness, social gatherings are more flexible.		
Linguistic Knowledge	- You can form a question in Spanish simply by adding an inverted question mark (¿) at the beginning of a declarative sentence and a standard question mark (?) at the end, without changing the order of the words. - Most plurals in Spanish are formed by adding –s to words ending in a vowel and –es to words ending in a consonant.	Communicate about ownership.	Ownership ¿Tienes un instrumento? Sí, tengo un piano. - No, no tengo instrumentos.
Cultural and Sociocultural Knowledge	Words used for everyday objects may vary across Spanish-speaking countries (e.g. 'ordenador'/'computadora'). These differences may cause confusion but generally will not lead to major breakdown in communication as similar grammar and sentence structures make it easy to imply meaning from context.		
Linguistic Knowledge	- As in te reo Māori, adjectives follow nouns and agree in gender and number with the noun they follow. - Some common Spanish prepositions are 'en', 'al lado de', and 'entre'. - The preposition 'de' and the definite article 'el' contract to become 'del'. - Spanish has two words for 'to be', namely: 'ser', used for permanent or lasting qualities (e.g. identity, characteristics, origin), and to talk about time, days, dates, and seasons 'estar', used for temporary states or conditions (e.g. location, feelings, temporary conditions, actions in progress).	Ask and answer simple questions about location.	Asking for location ¿Dónde está el lápiz azul? El lápiz azul está en el estuche. ¿Dónde está el sacapuntas? El sacapuntas está al lado de la goma.

Spanish Novice 3

Teaching sequence

	During Novice 3		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
Linguistic Knowledge	- Degrees of preference can be expressed using verbs like 'gustar', 'encantar', and 'odiar'. - Phrases like 'a mí', 'a ti', and 'a ella' are optional in Spanish, but they help clarify who is experiencing the action. - Reasons for likes and dislikes are introduced by 'porque creo que' or 'porque pienso que'. - Different types of language resources and tools can be utilised for productive, receptive, and interactive skills (e.g. spellcheck, chatbots, online dictionaries).	- Express likes and dislikes, and to what degree. - Give reasons for likes and dislikes. - Explore language resources and tools under guided use to support language learning processes.	Likes and dislikes - A mí me gusta/encanta + [infinitive]. - A ti te gusta/encanta + [infinitive]. - A él/ella le gusta/encanta + [infinitive]. - A ellos/ellas les gusta/encanta + [infinitive]. Degrees of likes and dislikes - A mí me encanta jugar al tenis. - A ella le gusta bastante practicarr atletismo. - No nos gusta jugar al ajedrez. - No les gusta nada hacer senderismo. Reasons for likes and dislikes - Me encantan los videojuegos porque creo que son divertidos. ¿Cuál es tu asignatura favorita y por qué? Me encanta el francés porque es interesante y útil. - No me gusta la física porque es súper difícil y nunca entiendo la materia. ¡Qué horror!
Cultural and Sociolinguistic Knowledge	Levels of directness when expressing opinions may vary across Spanish-speaking communities and contexts. Being direct does not mean they are being rude.		
Linguistic Knowledge	- In Spanish, verbs in the infinitive end in –ar, –er, or –ir. They follow regular patterns by changing their endings to reflect person, number, and tense. - The Spanish words for many school subjects (e.g. 'historia', 'física', 'música') and sports (e.g. 'fútbol', 'tenis', 'voleibol') are cognates of their English equivalents. - For ball sports and games, the verb 'jugar' is used followed by 'a' and the definite article. 'Jugar' follows an irregular verb conjugation pattern. - For non-ball sports, the verb 'practicar' or 'hacer' is used, immediately followed by the sport. - Other verbs to use with activities include 'tener', 'estudiar', 'mirar', 'leer', and 'escuchar'. - Words and phrases that express frequency can be positioned in several places in the sentence, like in English. - While in English people say 'on Mondays', in Spanish people say 'los lunes' (literally 'the Mondays'). - Spanish uses reflexive forms of verbs and pronouns to indicate certain daily routines.	- Communicate about activities and routines, how often one engages in them, and when and where they take place. - Express opinions about activities and give reasons where appropriate.	Routines ¿Qué tienes los lunes? Los lunes tengo francés, ciencias, inglés, matemáticas y arte. ¿A qué hora estudias inglés? Estudio inglés a las nueve de la mañana. Leisure activities - Después de la escuela, juego al fútbol con mis amigos y hago los deberes en mi ordenador. - Practico natación y atletismo, pero no juego al tenis. También me gusta escuchar música y mirar la televisión. ¿Qué haces los fines de semana? Leo libros, juego a los videojuegos en línea y practico equitación. Frequency ¿Cuándo juegas al tenis? Juego al tenis todos los días después de la escuela y a veces los sábados. Routines ¿A qué hora te levantas? Me levanto a las 7 de la mañana. - Mis padres se acuestan muy tarde. - Primero, me ducho. Después, me visto y por último me lavo los dientes. Adverbs of frequency - Juego al fútbol todos los lunes y miércoles después de la escuela. - Normalmente practico natación dos veces por semana, pero a veces practico atletismo también.
Cultural and Sociolinguistic Knowledge	School timetables, extracurricular activities, and daily routines may differ across cultures and contexts, though may tend to follow a structured rhythm (e.g. dinner times in some countries are much later than others; some Spanish-speaking countries have a 'siesta', or a midday rest where people sleep or businesses close).		

	During Novice 3		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
			• Casi nunca juego a los videojuegos y nunca juego al ajedrez. Location • ¿Dónde practicas natación? Después de la escuela, practico natación en el club y mi hermana practica baloncesto en la escuela. • Juego al fútbol en el campo de fútbol de la escuela y practico atletismo en el parque con mis amigos.
Linguistic Knowledge	• Prepositions of location are used with ‘estar’ to describe where people, places, and objects are located. • The verbs ‘seguir’, ‘girar’, ‘tomar’, and ‘haber’ are used to give directions to get from one place to the other. • The verb ‘estar’ is used to indicate where a place is located. • Directions are provided using imperative forms that change based on the recipient (singular or plural). • Where English uses just two nouns to form a compound noun (e.g. science classroom), Spanish uses the preposition ‘de’ between the nouns (e.g. ‘aula de ciencias’).	• Communicate about a familiar place. • Ask for and give directions.	Description • En mi escuela no hay piscina, pero hay un campo de deportes. • ¿Cómo es tu barrio/ciudad? Mi barrio es pequeño. Hay un centro comercial moderno y una biblioteca muy grande. Locations and directions • ¿Dónde está el museo? El museo está entre la biblioteca y la iglesia. • ¿Dónde está tu casa? Está al final de la calle, al lado de un parque. • Sigue todo recto y gira a la derecha en el auditorio. La biblioteca está enfrente del auditorio.
Linguistic Knowledge	• In Spanish, comparatives are expressed with ‘más [adjective] que’ for ‘more than’ and ‘menos [adjective] que’ for ‘less than’. One does not simply add a suffix to the adjective, as is done with adding –er in English. • Adverbs of degree (e.g. ‘un poco’, ‘muy’) go before the adjective.	• Make simple comparisons between people, places, or things.	Comparisons • En mi opinión, mi profe de matemáticas no es tan organizado como mi profe de ciencias. • Él es mayor que yo. • Creo que soy menos perezoso que él. • La camisa blanca es más barata que la camisa verde.
Linguistic Knowledge	• ‘Ir’ is an irregular high-frequency verb. • The sentence structure for the immediate future follows the pattern ‘[conjugated form of ‘ir’] + a + [infinitive of the main verb]’, with ‘ir’ conjugated as ‘voy’, ‘vas’, ‘va’, ‘vamos’, ‘vais’, or ‘van’. • Uncertain conditions can be referred to using ‘si + [present tense clause]’ in combination with another clause. • To begin communicating about actions in the past, regular verbs are used in either the Pretérito Perfecto (European Spanish) or Pretérito Indefinido (Latin American Spanish) tenses, as well as formulaic use of the verbs ‘ir’ and ‘hacer’ in the 1st, 2nd, and 3rd person singular forms. • For regular verbs in the Pretérito Perfecto, the present tense form of ‘haber + [past participle of main verb]’ is used. The past participles are formed by: ◦ replacing the infinitive ending of regular –ar verbs with –ado ◦ replacing the infinitive ending of regular –er and –ir verbs with –ido. • Regular verbs in the Pretérito Indefinido are formed by removing the –ar/–er/–ir ending from the infinitive and adding the correct verb ending based on the subject. For example: ◦ For –ar verbs, add –é (I), –aste (you), and –ó (he/she) ◦ For –er and –ir verbs, add –í (I), –iste (you), and –ió (he/she).	• Communicate about a limited range of actions in the past, and plans for the immediate future. • Use time markers referring to the past and immediate future to add more detail.	Plans for the immediate future • ¿Qué vas a hacer este fin de semana? Voy a visitar a mis abuelos. • Si hace buen tiempo, vamos a hacer una caminata. Actions in the past • ¿Qué has hecho hoy? He mirado una película y he comprado una camiseta nueva. • ¿Qué hiciste ayer? Ayer, fui al centro comercial y comí en una cafetería. Mi hermano estudió en casa.
Cultural and Sociolinguistic Knowledge	• The tenses used when talking about the past differ based on region. European Spanish speakers tend to prefer using the Pretérito Perfecto tense, while Latin American Spanish speakers tend to prefer the Pretérito Indefinido tense.		

	During Novice 3		
	Knowledge <i>The facts, concepts, principles, and theories to teach</i>	Practices <i>The skills, strategies, and applications to teach</i>	Language examples
Linguistic Knowledge	- Formulaic expressions are used with specific verbs to express wants (querer), needs (necesitar), obligations (tener que), and permission (poder, hay que). - The pattern '[subject] + [conjugated form of 'querer', 'necesitar', or 'poder'] + [infinitive of main verb]' is used to express wants, needs, and permission, respectively. Adding 'No' at the beginning of the same structure negates the sentence. - Expressing obligations is done with '[subject] + [conjugated form of 'tener'] + que [infinitive of main verb]'.	- Communicate about wants, needs, and obligations. - Give and seek permission.	Obligations - Tengo que ayudar a mis padres en casa. Giving and seeking permission - Se puede visitar el museo nacional. - No se puede comer en el museo. - Hay que escuchar a la profesora.
Linguistic Knowledge	- The imperative can be used to make a request. - The direct object pronoun has different forms depending on the person(s) or object(s) it refers to. - The direct object pronoun goes before the conjugated verb or is attached at the end of the imperative.	- Use simple language to interact in transactional contexts. - Communicate about quantity and cost of items.	Transactions ¿Cuánto vale ...? - Necesito 500 gramos de uvas. ¿A qué hora sale el proximo tren a Barcelona? - Me das una coca cola, por favor. - Ponme un café.
Cultural and Sociolinguistic Knowledge	- Spanish transactional requests do not necessarily use the same markers of courtesy as English (e.g. use of imperatives to place an order in a bar or restaurant would not be considered rude). - Negotiating the price of an item is culturally acceptable in certain contexts and locations.		