

# Gresham Primary School's Spanish Curriculum

## Mission Statement

Preparing our children to become global citizens in their future roles within an international community

### Intent

*'A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.'* (National Curriculum 2014 )

The OFSTED Framework (2019) places a high priority on **'Cultural Capital'** and so schools must ensure that opportunities are provided within the MFL curriculum to enable all children to **know more, understand more** and **remember more**.

At Gresham we want children to:

- **Know why they are learning Spanish** (2<sup>nd</sup> most spoken language in the world with 460 million native speakers; transferable skills: self-awareness, confidence, ability to communicate effectively, memory, analytical, intercultural awareness, social advantage).
- **Know ways to help themselves learn and use Spanish** (strategies, tools, resources).
- **Have some understanding of how Spanish works** (grammatical structures, word order, gender, adjectival agreement, tenses etc).
- **Know how to listen and understand, read and write in Spanish.**
- **Enjoy learning Spanish.**

In addition to the above:

- We want to help create enthusiastic learners and to develop positive attitudes to language learning throughout life.
- We want to contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others.
- We feel that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- We believe that the early acquisition of Spanish will facilitate the learning of other foreign languages later in life.
- We aim to prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

### Implementation

We teach Spanish across Key Stage 2 using a combination of the "i languages" scheme of work and other resources to support the teaching and learning of Spanish. We have adapted this to the context of our school. This provides clear progression for the development of speaking and listening and vocabulary acquisition, clear progression grids and content for teaching and learning. There are also resources to support the teaching and learning opportunities for pupils.

All KS2 pupils are taught Spanish in a weekly discreet lesson lasting approximately 1 hour. This is delivered by a teacher and a TA who are both fluent and highly experienced in the language. We use a variety of the following techniques to encourage children to have an active engagement with Spanish:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- ICT programs and websites such as 'Duolingo'; the use of ICT to develop communication skills.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

### Impact

Through the high quality teaching of Spanish taking place we will see the impact of the subject in the following ways:

- Children will be able to communicate with each other in Spanish.
- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the Spanish culture.
- Children will learn how language skills can be applied to a range of languages.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

Each child is given their own assessment 'Learning Ladders' (numbered 1 - 5 to correspond with the National curriculum levels) which they are asked to date when they have achieved one of their targets. We expect the majority of the children to reach level 3 by the time they leave Gresham and level 4/5 if they are working at Greater Depth.

## Key Concepts Big Ideas Revisited Across Units

Enjoyment and Positivity	Develop a positive attitude towards the learning of foreign languages through a range of activities and a sound basis for further study at Key Stage 3 and beyond
Speaking and listening	Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.
Reading	Read stories for enjoyment, to practise vocabulary and linguistic structures, to gain awareness of the structure of written Spanish and begin to learn the grapheme-phonetic relationships.
Writing	Give meaning and purpose to new vocabulary and grammatical structures
Pronunciation	Explore the patterns and sounds of Spanish through songs, rhymes and stories and link the spellings, sounds and meaning of words.
Cultural Capital	Understand the culture of the many countries in which Spanish is spoken and gain the background knowledge and cultural capital needed to infer meaning from interactions.

## Key Stage 2 Programme of Study

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## TOPIC COVERAGE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Greetings &amp; Spanish Culture</li> <li>• Classroom Instructions</li> <li>• Animals</li> <li>• Numbers &amp; plurals</li> <li>• Conjunctions &amp; simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Memorisation &amp; story telling</li> <li>• Me llamo</li> <li>• Responding to stories</li> <li>• Christmas &amp; Spanish Christmas Carol</li> </ul>	<ul style="list-style-type: none"> <li>• Colours &amp; responding to a story</li> <li>• Colours &amp; opinions</li> <li>• Word order of adjectives</li> <li>• Word order &amp; opinions</li> <li>• The Enormous turnip</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-10</li> <li>• Tengo</li> <li>• Age</li> <li>• Definite (el,le,los, las) and indefinite articles (un,una)</li> <li>• Easter traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Quisiera</li> <li>• The conjunction 'pero'</li> <li>• 'Es' and the story: The Hare &amp; the Tortoise</li> <li>• Tambien</li> <li>• Numbers 1-15</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Revision &amp; raps</li> <li>• Assessment &amp; Rap performance</li> <li>• Barcelona</li> </ul>
<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Assessment &amp; revision of previous year's work</li> <li>• Animals &amp; classroom instructions</li> <li>• Animals &amp; a poem</li> <li>• Responding to a story</li> <li>• Talk 4 Writing; Learning a story</li> <li>• Parts of the body</li> <li>• Colours</li> </ul>	<ul style="list-style-type: none"> <li>• Monsters (revision of colours &amp; body parts)</li> <li>• Adjective agreements</li> <li>• Food</li> <li>• Opinions about food</li> <li>• Goldilocks</li> <li>• Christmas: The Snowman &amp; Spanish Christmas Carol</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping for food &amp; pronunciation</li> <li>• Numbers 1-15 revision &amp; months</li> <li>• Numbers 1-31 and Spanish maths</li> <li>• Dates, birthdays &amp; name days</li> </ul>	<ul style="list-style-type: none"> <li>• Personal descriptions</li> <li>• Celebrity descriptions</li> <li>• Little Red Riding Hood</li> <li>• Family</li> <li>• Las Fallas festival</li> <li>• Easter traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Dictionary skills &amp; pronunciation</li> <li>• Clothes &amp; Colours</li> <li>• The Hedgehog story</li> <li>• Talk4Writing &amp; Revision</li> <li>• Assessments</li> <li>• San Fermin Festival project</li> </ul>	

5	<ul style="list-style-type: none"> <li>Assessment and revision of previous year's work</li> <li>Classroom instructions &amp; opinions</li> <li>Sports &amp; opinions</li> <li>Sports clothing</li> <li>Revision of verb: <i>tener</i></li> <li><i>Tener</i> with negative adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>The Emperor's New Clothes; masculine &amp; feminine forms</li> <li>Weather describing weather</li> <li>Hobbies</li> <li>Pets</li> <li>Christmas: A Christmas Story: Los Tres Reyes &amp; Spanish Christmas Carol</li> </ul>	<ul style="list-style-type: none"> <li>A Mexican Legend</li> <li>The verb: <i>ser</i> &amp; Baby elephant story</li> <li>Revision: Numbers 1-31; months &amp; dates</li> <li>School subjects &amp; Spanish schools</li> <li>Opinions about subjects &amp; school</li> </ul>	<ul style="list-style-type: none"> <li>Poems</li> <li>The verb: <i>ir</i> and The Tortoise's birthday story</li> <li>Transport</li> <li>Easter traditions: Semana Santa</li> </ul>	<ul style="list-style-type: none"> <li>Classroom items</li> <li>Possessive adjectives</li> <li>Prepositions</li> <li>Pronunciation</li> <li>Revision of verb: <i>ir</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple future tense</li> <li>Revision</li> <li>Assessments</li> <li>The Day of the Dead tradition (Mexico)</li> </ul>
6	<ul style="list-style-type: none"> <li>Revision of previous year's work</li> <li><i>Ser</i> &amp; <i>tener</i></li> <li><i>Ser</i> &amp; <i>tener</i> with questions</li> <li>Telling the time (Hour, half past, quarter past /to and minutes past/to</li> <li>Daily routine</li> <li>Daily routine in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Houses</li> <li>Comparatives &amp; preferences</li> <li>The Three Little Pigs play</li> <li>Rooms in the house</li> <li>Christmas: Christmas presents</li> </ul>	<ul style="list-style-type: none"> <li>There's no place like home</li> <li>My bedroom</li> <li>Bedrooms around the world</li> <li>Places in a town</li> <li>Revision of <i>ir</i> and places in town</li> </ul>	<ul style="list-style-type: none"> <li>Directions</li> <li>Buying food</li> <li>Numbers 1-100</li> <li>Easter equivalent of April Fools Day</li> <li>Numbers revision &amp; café</li> </ul>	<ul style="list-style-type: none"> <li>Spanish food &amp; menus</li> <li>The past tense (preterite)</li> <li>Revision for assessment task</li> </ul>	<ul style="list-style-type: none"> <li>Assessment tasks in Speaking, Listening, Reading &amp; Writing</li> <li>Spanish alphabet</li> <li>Undertake a research project based on an aspect of Spanish or Latin American culture</li> </ul>

**Curriculum Expectations and Guidance**  
 What pupils should know, be able to do and understand

**Years 3 and 4**

**Years 5 and 6**

**KS2 Languages National Curriculum**

Children can listen attentively to spoken language and show understanding by joining in and responding.

Children can:

- a repeat modelled words;
- b listen and show understanding of single words through physical response;
- c repeat modelled short phrases;
- d listen and show understanding of short phrases through physical response.

**KS2 Languages National Curriculum**

Children can listen attentively to spoken language and show understanding by joining in and responding.

Children can:

- a listen and show understanding of simple sentences containing familiar words through physical response;
- b listen and understand the main points from short, spoken material in Spanish;
- c listen and understand the main points and some detail from short, spoken material in Spanish.

**KS2 Languages National Curriculum**

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children can:

- a recognise a familiar question and respond with a simple rehearsed response;
- b ask and answer a simple and familiar question with a response;
- c express simple opinions such as likes, dislikes and preferences;
- d ask and answer at least two simple and familiar questions with a response.

**KS2 Languages National Curriculum**

Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Children can:

- a engage in a short conversation using a range of simple, familiar questions;
- b ask and answer more complex questions with a scaffold of responses;
- c express a wider range of opinions and begin to provide simple justification;
- d converse briefly without prompts.

**KS2 Languages National Curriculum**

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children can:

- a name objects and actions and may link words with a simple connective;
- b use familiar vocabulary to say a short sentence using a language scaffold;
- c speak about everyday activities and interests;
- d refer to recent experiences or future plans.

**KS2 Languages National Curriculum**

Children speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children can:

- a say a longer sentence using familiar language;
- b use familiar vocabulary to say several longer sentences using a language scaffold;
- c refer to everyday activities and interests, recent experiences and future plans;
- d vary language and produce extended responses.

**KS2 Languages National Curriculum**

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- a identify individual sounds in words and pronounce accurately when modelled;
- b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;
- c adapt intonation to ask questions or give instructions;
- d show awareness of accents; begin to pronounce words accordingly.

**KS2 Languages National Curriculum**

Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Children can:

- a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- d adapt intonation, for example to mark questions and exclamations.

	<p><b>KS2 Languages National Curriculum</b></p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name nouns and present a simple rehearsed statement to a partner;</li> <li>b present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a manipulate familiar language to present ideas and information in simple sentences;</li> <li>b present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>c present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b></p> <p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say simple familiar words to describe people, places, things and actions using a model;</li> <li>b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b></p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of familiar single words;</li> <li>b read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>b read and understand the main points from short, written material;</li> <li>c read and understand the main points and some detail from short, written material.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b></p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use strategies for memorisation of vocabulary;</li> <li>b make links with English or known language to work out the meaning of new words;</li> <li>c use context to predict the meaning of new words;</li> <li>d begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>b use a bilingual dictionary to identify the word class;</li> <li>c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.</li> </ul>
<p><b>KS2 Languages National Curriculum</b></p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p>	

Reading and Writing/Literacy



	<ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when modelled;</li> <li>b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>c adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation;</li> <li>d show awareness of accents; begin to pronounce words accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>d adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b></p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write single familiar words from memory with understandable accuracy;</li> <li>b write familiar short phrases from memory with understandable accuracy;</li> <li>c replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write a simple sentence from memory using familiar language;</li> <li>b write several sentences from memory with familiar language with understandable accuracy;</li> <li>c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b></p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a copy simple familiar words to describe people, places, things and actions using a model;</li> <li>b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
Stories, Songs, Poems and Rhymes	<p><b>KS2 Languages National Curriculum</b></p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>b listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>b follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b></p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a join in with actions to accompany familiar songs, stories and rhymes;</li> <li>b join in with words of a song or storytelling.</li> </ul>	<p><b>KS2 Languages National Curriculum</b></p> <p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a follow the text of a familiar song or story;</li> <li>b follow the text of a familiar song or story and sing or read aloud;</li> </ul>

**KS2 Languages National Curriculum**

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- c use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English;
- d use the present tense of some high frequency verbs in the third person singular;
- e use a simple negative form;
- f show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- g recognise and use the first person possessive determiners (mi, mis);
- h recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- i conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement;
- j use simple prepositions in their sentences;
- k use the verb 'ser' in the present tense in the third person singular and plural;
- l use the present tense of the verb 'estar' in a set phrase to introduce singular and plural nouns;
- m use the present tense of the verb 'gustar' in the first person singular with singular and plural nouns.

- c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

**KS2 Languages National Curriculum**

Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Children can:

- a identify word classes;
- b demonstrate understanding of gender and number of nouns and use appropriate determiners;
- c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- d name and use a range of conjunctions to create compound sentences;
- e use some adverbs;
- f use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement;
- g use the verb 'estar' to locate places, things or people;
- h recognise and use the simple future tense of a high frequency verb; compare with English;
- i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- j recognise and use the first and third person singular possessive determiners (mi, mis, su, sus);
- k recognise and use a range of prepositions;
- l use the third person plural of a few high frequency verbs in the present tense;
- m conjugate a high frequency verb in the present tense;
- n recognise and use a high frequency verb in the perfect tense; compare with English;
- o follow a pattern to conjugate a regular verb in the present tense;
- p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.