

“Inspiring learning, unlocking potential, achieving success.”

Curiosity | Aspiration | Resilience | Readiness



# Modern Foreign Languages Faculty Curriculum Overview

Year Group	Ability	Autumn Term Students should be able to:	Spring Term Students should be able to:	Summer Term Students should be able to:
Y7	Low	<ul style="list-style-type: none"> <li>- Recognise sound spelling links and intonation.</li> <li>- Take part in set conversations, including asking some questions.</li> <li>- Read texts of paragraph length with support.</li> <li>- Translate simple sentences and paragraphs in writing from English to Spanish of familiar language.</li> <li>- Understanding classroom instructions</li> <li>- Understanding the definite article (el/la)</li> <li>- Understanding and practising Spanish pronunciation</li> <li>- Introducing yourself</li> <li>- Asking and answering key questions</li> <li>- Counting up to 15</li> <li>- Using the verb 'tener' to give your age</li> <li>- Saying when your birthday is</li> <li>- Learning the Spanish alphabet</li> <li>- Using indefinite article (un/una)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Talking about your school subjects</li> <li>- Using the -ar verb 'estudiar'</li> <li>- Telling the time</li> <li>- Using times to say what you study subjects</li> <li>- Saying what you do in lessons</li> <li>- Understanding regular -ar, -er, -ir verbs</li> <li>- Talking about your teachers</li> <li>- Using adjectives that end in -o/-a</li> <li>- Giving opinions and reasons</li> <li>- Understanding adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> <li>- Talking about your pets</li> <li>- Making colours agree with nouns</li> <li>- Talking about your brothers and sisters</li> <li>- Using possessive adjectives (mi(s), su(s), tu(s))</li> <li>- Counting up to 100</li> <li>- Talking about your family</li> <li>- Talking about your appearance and character</li> <li>- Using the verb 'ser' (to be)</li> <li>- Talking about your eyes and hair</li> <li>- Using adjectives after nouns</li> <li>- Can recall and pronounce animal vocabulary</li> <li>- Use 'tener' in the first person to say what pet you have</li> <li>- Use 'se llama/se llaman' to give your pets name</li> <li>- Can recall and pronounce family member vocabulary</li> <li>- Use 'tener' in the first person to say who is in your family</li> <li>- Use 'se llama/se llaman' to give names of family members</li> <li>- Can recall and pronounce a variety of key adjectives</li> <li>- Use 'ser' in the first person</li> <li>- Use 'tener' in the first person to describe eyes and hair colour</li> <li>- Saying what you do in your free time</li> <li>- Using 'salir' and 'hacer'</li> <li>- Using times to add detail</li> <li>- Saying what you like to do</li> <li>- Using 'me gusta' + infinitive</li> <li>- Talking about sports</li> <li>- Practising pronunciation</li> <li>- Saying what you are going to do</li> <li>- Using 'ir' + infinitive</li> </ul>
	Mid	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all low ability skills as well as:</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Use days of the week to say when you study</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> </ul>

		<ul style="list-style-type: none"> <li>- Pronounce familiar vocabulary accurately using correct sound-spelling links and intonation.</li> <li>- Understand the greater part of listening and reading texts, though not all.</li> <li>- Produce some oral or written work spontaneously, even if this is in the form of translation.</li> <li>- Understand rules of pronunciation ce,j,g,z. Ask and respond to questions</li> <li>- Extend answers using connectives</li> <li>- Use 'tener' in the third person</li> <li>- Count to 20</li> </ul>	<ul style="list-style-type: none"> <li>- Using more complex times (quarter to, half past)</li> <li>- Using key verbs in the third person to compare what you do with someone else</li> <li>- Use connectives with adjectives correctly to describe and compare teachers</li> <li>- Use opinions in the third person to compare what other people like to study and why</li> </ul>	<ul style="list-style-type: none"> <li>- Use the 'tener' in the third person to describe someone else's pets</li> <li>- Use the 'tener' in the third person to describe someone else's family</li> <li>- Use 'ser' in the third person</li> <li>- Use connectives to extend descriptions</li> <li>- Use 'ser' in a negative phrase</li> <li>- Add extra details to descriptions (e.g. curly, straight)</li> <li>- Use 'tener' in the third person</li> <li>- Use key verbs in the third person</li> <li>- Use time phrases to say when you do activities</li> <li>- Use adjectives to say what you like to do in your free time</li> <li>- Use key verbs in the third person</li> <li>- Use time phrases to say when you do sports</li> <li>- Use 'ir' in the third person to talk in the future tense</li> </ul>
	<b>High</b>	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all mid ability skills as well as:</b></li> <li>- Give instructions in TL with good pronunciation</li> <li>- Can introduce others in the third person</li> <li>- Count to 30</li> <li>- Use 'tener' in the first/third person plural</li> <li>- Giving others' birthdays using the third person of 'ser'</li> <li>- Pluralising more complex nouns (pez) and able to explain why</li> <li>- Use 'me gustaría' to say what you would like to have</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all mid ability skills as well as:</b></li> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Can speak spontaneously on the current topic with confidence and secure pronunciation.</li> <li>- Use the verb 'estudiar' in the third person to talk about others</li> <li>- Able to use any times to explain when you study different lessons</li> <li>- Using full paradigms of several key verbs, with negative phrases and connectives to link sentences.</li> <li>- Use comparative adjectives and superlatives to compare teachers</li> <li>- Use 'me gustaría' (conditional tense) to say what you (and others) would like to study and why</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all mid ability skills as well as:</b></li> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> <li>- Can speak spontaneously on the current topic with confidence and secure pronunciation.</li> <li>- Use full paradigm of 'tener'</li> <li>- Use adjectives correctly to give extra details to description of pets</li> <li>- Use 'me gustaría' to say what pet you would like to haveUse full paradigm of 'tener'</li> <li>- Use adjectives correctly to give extra details to description of family membersUse full paradigm of 'ser'</li> <li>- Use full paradigm of 'tener' to describe others</li> <li>- Use full paradigm of key verbs</li> </ul>

				<ul style="list-style-type: none"> <li>- Use more complex connectives / time phrases Use opinions in the third person with a variety of adjectives</li> <li>- Use full paradigm of key verbs</li> <li>- Use more complex connectives / time phrases</li> <li>- Use the full paradigm of 'ir' to use the future tense</li> </ul>
<b>Y8</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>- Read texts in the present, past and/or future tense understanding the main points, most details and opinions from familiar topics.</li> <li>- Recognise and apply sound-spelling links and intonation.</li> <li>- Take part in simple conversations expressing opinions and reasons in the present and future tense.</li> <li>- Talking about meal times</li> <li>- Using time phrases</li> <li>- Talking about likes and dislikes</li> <li>- Using past, present and future together</li> <li>- Shopping for food</li> <li>- Using high numbers</li> <li>- Eating at a restaurant</li> <li>- Talking about a past meal</li> <li>- Using the preterite of 'er' verbs</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Express opinions and reasons when talking about present, past or future events.</li> <li>- Read texts and understand listening passages in the present, past and future tenses understanding the main points, most details, opinions and reasons.</li> <li>- Write short texts on a range of familiar topics, linking simple sentences and some opinions with reasons. There is a good range of grammar and vocabulary used confidently.</li> <li>- Describing a past holiday using the preterite tense</li> <li>- Talking about where you stayed Talking about your journey</li> <li>- Saying how long you spent on holiday Describing what you and others did on holiday using the preterite tense</li> <li>- Comparing a holiday using the present and the preterite tense together</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> <li>- Read texts in the present, past and/or future tenses. Able to feel at ease with verb endings and time phrases.</li> <li>- Talking about what you and others wear</li> <li>- Using colour to give extra detail to descriptions of clothing</li> <li>- Talking about school uniform</li> <li>- Using comparatives to compare school uniform with every day clothing</li> <li>- Using superlative adjectives to talk about what you prefer to wear</li> <li>- Describing what you wore to a fancy dress party using the preterite tense</li> <li>- Using past, present and future tense together</li> <li>- Use 'llevar' in the first person</li> <li>- Recall and correctly pronounce clothing vocabulary</li> <li>- Use adjectives es to give simple description of school uniform</li> <li>- Use simple adjectives and connectives to describe items of clothing</li> <li>- Use the preterite tense in the first person with regular verbs and set phrases of irregular verbs</li> <li>- Saying what there is to do in Barcelona</li> <li>- Justifying opinions of a place</li> <li>- Talking about different types of shop</li> <li>- Using se puede to say what you can buy there</li> </ul>

				<ul style="list-style-type: none"> <li>- Asking for and giving directions</li> <li>- Use of Estar to describe where something is</li> <li>- Describing a holiday in Barcelona</li> <li>- Combining past, present and future tenses</li> <li>- Use 'hay/no hay' to say what there is in your town</li> <li>- Use the preterite tense in the first person</li> <li>- Recall a variety of different types of shop</li> <li>- Can give simple directions around town</li> <li>- Use preterite tense and future tense in the first person</li> </ul>
<b>Mid</b>	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all mid ability skills as well as:</b></li> <li>- Read texts in the present, past and/or future tense understanding the main points, most details and opinions from familiar topics.</li> <li>- Recognise and apply sound-spelling links and intonation.</li> <li>- Confidently take part in conversations expressing opinions and reasons when talking about the present and future events.</li> <li>- Use a variety of time phrases</li> <li>- Use key verbs in in the present tense in the third person</li> <li>- Use a variety of connectives to compare opinions</li> <li>- Count to 100</li> <li>- Can use set expressions to order things</li> <li>- Use the conditional tense in the third person</li> <li>- Use the future tense in the third person</li> <li>- Can form regular and irregular ar, er and ir verbs in the preterite tense in the third person</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Express opinions and reasons when talking about present, past or future events.</li> <li>- Read texts and understand listening passages in the present, past and future tenses understanding the main points, most details, opinions and reasons.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> <li>- Read texts in the present, past and/or future tenses.</li> <li>- Able to feel at ease with verb endings and time phrases.</li> <li>- Use 'llevar' in the third person</li> <li>- Use adjectives to give extra details about clothing</li> <li>- Use comparatives to compare items of clothing</li> <li>- Use 'de' expressions to give extra detail to descriptions of clothing</li> <li>- Use the preterite tense in the third person with regular and irregular verbs</li> <li>- Use se puede to say what you can do in your town</li> <li>- Use the preterite tense in the third person</li> <li>- Can ask for simple directions</li> <li>- Use preterite tense and future tense in the third person</li> </ul>	
<b>High</b>	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all mid ability skills as well as:</b></li> <li>- Read texts in the present, past and/or future tense identifying most specific details</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all mid ability skills as well as</b></li> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Can soundly apply all mid ability skills as well as</b></li> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> </ul>	

		<p>including opinions and reasons from a variety of familiar topics.</p> <ul style="list-style-type: none"> <li>- Recognise and apply sound-spelling links and intonation.</li> <li>- Confidently take part in conversations expressing opinions and reasons when talking about the past, present and future events.</li> <li>- Write short texts on a range of familiar topics referring to past, present and future events.</li> <li>- Use key verbs in the present tense in all parts</li> <li>- Use opinions in the third person talk about someone else</li> <li>- Use the future tense in all parts Count to 1000</li> <li>- Able to ask questions Can ask a variety of questions</li> <li>- Can use the future tense in all parts</li> <li>- Can use the conditional tense in all parts</li> <li>- Can form regular and irregular ar, er and ir verbs in the preterite tense in all parts</li> <li>- Can form questions in the present and pterite tense</li> </ul>	<ul style="list-style-type: none"> <li>- Take part in extended conversations using the present, past and future tenses applying grammar to new contexts.</li> <li>- Read texts and understand listening passages in the present, past and future tenses from a variety of sources including magazines and books. Understand the main points, specific details, opinions and reasons.</li> <li>- Write extended pieces of text on a range of familiar topics, using the present, past and future tenses. There is a good range of grammar and vocabulary and writing is more accurate than inaccurate with clear meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Use context, vocabulary and grammar knowledge to work out the meaning of unfamiliar language.</li> <li>- Read texts in the present, past and future tenses. Able to identify not only the main points, opinions and reasons but also specific details. It is increasingly possible to read independently from a variety of stories, articles of interest and some reader books.</li> <li>- Use full paradigm of 'llevar'</li> <li>- Use time phrases to say when you wear different items of clothing Use superlatives to say uniform is the best/the worst</li> <li>- Use superlatives to say items of clothing are the best/ the worst</li> <li>- Use preterite tense with other tenses in all 6 parts with regular and irregular verbs, showing a clear understanding of how to form tenses</li> <li>- Can explain the difference between se puede and se pueden and apply it correctly</li> <li>- Use the full paradigm of verbs in the preterite tense</li> <li>- Can ask for and give directions</li> <li>- Use a variety of verbs in the full paradigms of preterite tense and future tense</li> </ul>
<b>Y9</b>	<b>Low</b>	<ul style="list-style-type: none"> <li>- Using tener and ser in the present tense</li> <li>- Learning vocabulary</li> <li>- Learning about agreement and position of adjectives</li> <li>- Adapting a model</li> <li>- Using ser and estar</li> <li>- Using adverbs of frequency to say how often you do things</li> <li>- Using possessive adjectives</li> <li>- Using y and que to form longer sentences</li> <li>- Using the immediate future tense</li> <li>- Giving opinions in different ways</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Using gustar and encantar</li> <li>- Expanding your statements</li> <li>- Revising the regular present tense</li> <li>- Listening for positive and negative opinions</li> <li>- Using two verbs together</li> <li>- Giving all the information required by the question</li> <li>- Learning about radical changing verbs</li> <li>- Using time words to express order</li> <li>- Forming regular adverbs</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> <li>- Learning the regular preterite tense</li> <li>- Using more than one sentence in speaking and writing tasks</li> <li>- Using ser and ir in the preterite</li> <li>- Tips for reading questions</li> <li>- Learning the preterite of tener and hacer</li> <li>- Talking about photos</li> <li>- Recognising the imperfect tense</li> <li>- Using past expressions of time</li> <li>- Recognising irregular verbs in the imperfect</li> </ul>

		<ul style="list-style-type: none"> <li>- Using irregular adjectives and adjectives of nationality</li> <li>- Recognising false friends</li> <li>- Making comparisons with más and menos que</li> <li>- Picking out key words when reading</li> <li>- Using the perfect tense of regular verbs</li> <li>- Offering extra information when speaking</li> <li>- Using verbs with prepositions</li> <li>- Listening for detail: más and principal</li> <li>- Using por and para</li> <li>- Checking your pronunciation</li> <li>- Using estar and the present continuous tense</li> <li>- Working out meaning from context</li> <li>- Using cuyo</li> <li>- Tips for translating into English</li> <li>- Can express basic family relations with opinion phrases, some variety of adjectives and, perhaps, some key verbs e.g. 'me llevo bien con'.</li> <li>- Can give basic descriptions of theirs and others' partners, using possessive pronouns and some variety of adjectives and intensifiers.</li> <li>- Can use some variety of 1st-person, present tense verbs to give examples of how they use social media.</li> <li>- Can use cognates and context to understand basic descriptions of mobile phone usage.</li> </ul>	<ul style="list-style-type: none"> <li>- Using listening techniques</li> <li>- Revising the immediate future</li> <li>- Using verbal context in reading</li> <li>- Using hacer and jugar in the present</li> <li>- Extending sentences when speaking</li> <li>- Using the future tense</li> <li>- Using future time phrases</li> <li>- Recognising irregular verbs in the future</li> <li>- Listening for clues</li> <li>- Understand the difference between infinitives and conjugated verbs and successfully express and justify basic opinions of free time.</li> <li>- Recognise a variety of food &amp; drink vocabulary and use the present tense forms of 'comer', 'beber' and 'tomar' with confidence.</li> <li>- Can express opinions of sport, can use the verbs 'hacer' and 'jugar' confidently in the present tense, and know a variety of sports vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Skim-reading for information</li> <li>- Verbs with spelling changes in the preterite</li> <li>- Using cognates to aid understanding</li> <li>- Can describe their basic daily routine in terms of meals, with a good range of food vocab and confident use of times</li> <li>- Can pick out key vocab and info from basic descriptions of different customs &amp; festivals and give a short account, using key 1st-person preterite verbs, of a time they went to a festival.</li> </ul>
	<b>Mid</b>	<ul style="list-style-type: none"> <li>- Can confidently use the present continuous to say what they are doing, whether with technology or in another context.</li> <li>- Can understand and express opinions on the positives &amp; negatives of mobile phones.</li> <li>- Can describe family relations in fair detail, are often accurate with adjectives and use a fair variety of verbs and, perhaps, pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Use both conjugated verbs and compound verbs confidently, along with adverbial phrases, to discuss free time preferences in 1st and 3rd person.</li> <li>- Can order food &amp; drink in a restaurant and understand the difference between 'tú' and 'usted' forms of key verbs.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> <li>- Can pick out key vocab and info from basic descriptions of different customs &amp; festivals and give a short account, using key 1st-person preterite verbs, of a time they went to a festival, including expression of opinions in the preterite tense.</li> </ul>

		<ul style="list-style-type: none"> <li>- Can give opinions on whether or not they want to get married and why. Confident with using 'quiero', 'me gustaría' and the immediate future tense.</li> <li>- Can justify which social media they prefer and give examples of things they have done recently using these media.</li> </ul>	<ul style="list-style-type: none"> <li>- Can talk about plans to do sport in the future, confidently using the 'si' + present tense clause along with the simple future tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand key details about festivals from the Spanish-speaking world (e.g. Día de los Muertos) and give short, preterite tense accounts of a visit to these festivals. Can recognise both key preterite and imperfect tense verbs</li> </ul>
	<b>High</b>	<p><b>Can soundly apply all mid ability skills as well as:</b></p> <ul style="list-style-type: none"> <li>- Can use adverbial expressions to confidently express points of view on the use and overuse of mobile technology.</li> <li>- Can describe family relations in good detail, are consistent with adjectival agreement, understand the difference between 'ser' and 'estar' and can use a variety of verbs and pronouns.</li> <li>- Can understand a detailed description of modern relationships, dealing with cognates, as well as expressing their own views on marriage confidently.</li> <li>- Can give a balanced argument of the advantages and disadvantages of social media using some variety of prepositional verbs accurately.</li> </ul>	<p><b>Can soundly apply all mid ability skills as well as:</b></p> <ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 1 confidently.</b></li> <li>- Use a wide variety of compound and modal verbs to talk about hopes and intentions for the near and distant future.</li> <li>- Can give a detailed account of a meal in the past, confidently expressing the opinions of themselves and others.</li> <li>- Use a variety of conjugations in the simple future tense to discuss plans relating to sport, as well as understanding the benefits of practising sports.</li> </ul>	<p><b>Can soundly apply all mid ability skills as well as:</b></p> <ul style="list-style-type: none"> <li>- <b>Apply the linguistic targets from Term 2 confidently.</b></li> <li>- Can recognise and use irregular preterite verbs confidently when describing a daily routine.</li> <li>- Can understand and respond to questions in Spanish, in the preterite tense, to give key details about festivals and customs.</li> </ul>