

Biddick Academy MFL Faculty - Spanish Curriculum Overview

Faculty Philosophy for Modern Foreign Languages at Biddick Academy

The study of MFL at Biddick Academy is an important part of our students' education. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to a mutual understanding, a sense of global citizenship and personal fulfilment. Students learn to appreciate different countries, cultures, communities, and people. The ability to understand and communicate in another language is a lifelong skill for education, employment, and leisure both in this country and throughout the world. Teachers in the MFL faculty at Biddick Academy have a passion for language learning and sound subject knowledge. We aim to blend all four competencies into lessons. Target language is used in an accessible way to ensure immersion. All lessons will include elements of interleaving and retrieval practice to enable learners on what they have learnt, allowing them to know more and remember more. Work completed by students will be marked and checked for understanding, identify misconceptions, and provide accurate, clear feedback. Teachers will adapt their teaching as necessary. Assessment is focused on listening, speaking, reading, and writing – competencies which are embedded into every lesson. Extracurricular clubs and trips provide opportunities for all students to immerse themselves in the TL countries and others. Teachers provide a safe, positive, and engaging environment for learning through excellent relationships – creating a culture for language learning.

MFL Disciplinary Knowledge

In Modern Foreign Languages students will be equipped with the following disciplinary knowledge, taught through the substantive knowledge and skills outlined in the French curriculum overview.

- How to work out meaning of familiar/unfamiliar language using context, making links with vocabulary in English and other languages
- How to translate written and spoken language from the target language (TL) to English and vice versa
- How to communicate in a variety of ways, with varying length and for different purposes
- How to recall knowledge from previous topics, adapting and recycling that knowledge to progress
- How to listen to and respond to spoken and written language from a variety of sources
- How to speak with fluency, spontaneity, and confidence
- How to say what they want to say with increasing accuracy
- How to have a good accent with clear pronunciation, with an understanding of sound to spelling links

- How to spot grammatical patterns and link smaller grammatical items to more complex tenses
- How to understand the framework of the language and how that can be manipulated to suit purpose
- How to be curious and develop an appreciation for other cultures and traditions

<u>Aims</u>

The national curriculum for languages and Biddick Academy Spanish Curriculum aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

All students in have the opportunity to participate in weekly German and Italian clubs to support learning of other languages. There are weekly MFL Faculty homework support sessions to support students with their language learning. A linguist of the week is awarded weekly and celebrated.

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum KS3 programme of study.

Students will be taught through the Faculty Curriculum Implementation activities: 3. Curriculum implementation.docx

Additional adults in the room are supported with a rolling planning tool/discussion tool: <u>Student Support Assistant Preparation.docx</u>

Year 7 Spanish (4 lessons per fortnight – 39 teaching weeks)

Units of Work	Substantive Knowledge	Components	Disciplinary Literacy	5 Key TL Questions for students	Homework	Assessme
------------------	--------------------------	------------	-----------------------	---------------------------------------	----------	----------

Module 1	Students can use
Mi vida	numbers from 1-
	31, to give ages
Unit 1	and dates of birth.
¿Cómo te	They can refer to
llamas?	the alphabet to
	spell out names.
Unit 2	Students can refer
¿Qué tipo de	to personality traits
persona	and agree
eres?	adjectives for
	masculine/feminine
Unit 3	and plural. They
¿Tienes	can use 'tener' and 'ser' in the 1 st -3 rd
hermanos?	
11.24	person present tense. Students
Unit 4	can refer to
¿Cuándo es	siblings and pets
tu	and give a basic
cumpleaños?	description using
Unit 5	adjectives. They
¿Tienes	can greet people
mascotas?	formally and
mascolas:	informally and
	introduce
	themselves.
	Students can use
	connectives and
	intensifiers to add
	depth to their
	descriptions.
	Grammar taught:
	Y7M1a: Adjectival
	agreement

Students build on their prior knowledge of MFL at KS2. This links to agreeing adjectives when talking about objects as well as people, using numbers in other contexts and using the present tense of 'ser' and 'tener' in other contexts.

Students
begin to
develop
using T.O.
A.C.T.I.O.N.S
acronym for
writing
(tenses,
others,
adjectives,
connectives,
time phrases,
intensifiers,

Phonics

Introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.

Key sounds:

a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v

Literacy

Students will complete a reading high 5 task "Spain - an introduction"
Students will be tested weekly on vocabulary/spelling

Oracy

'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.

¿Cómo te Ilamas? (What is your name?) ¿Qué tipo de persona

eres?
(What type of person are you?)

¿Cuándo es tu cumpleaños? (When is your

birthday?)
¿Tienes
hermanos?

(Do you have siblings?)
¿Tienes mascotas?

mascotas? (Do you have pets?) Homework that supports revision skills:

Weekly
vocabulary/spelling
test from the
modular word list
and reading,
listening,
vocabulary and
grammar tasks set
online on Pearson
Active Learn to
consolidate class
work.

Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.

of retrieva practice takes plac in every MFL lesso including revision of numbers and key verbs.

An elemen

Students complete 3 feedback tasks; translation from the TL to English, English to the TL and transcriptio task (outlined in faculty assessmen policy)

The end of module assessmer assesses listening & reading ski

Module 2 Mis pasatiempos Unit 1 ¿Qué te gusta hacer? Unit 2 ¿Cantas karaoke? Unit 3 ¿Qué haces cuando	Y7M1b: Using connectives Y7M1c: Using intensifiers Y7M1d: Using the present tense of 'tener' in the 1st-3rd person Y7M1e: Using the present tense of 'ser' in the 1st-3rd person Students can talk about what they do in their free time, using infinitive structures. They can talk about sports using 'jugar' and 'hacer' in the 1st person present tense. Students refer to weather expressions using 'cuando' to add depth to their descriptions. They	opinions, negatives and sequencers) Students build on their knowledge of connectives and adjectives and use them in a different context. This links to students using the full paradigm of present tense verbs later in	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. Key sounds: a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v Literacy/Oracy Students will complete a reading high 5 task "Feliz Navidad" or "La Pelota" Students will be tested weekly on vocabulary/spelling	¿Qué te gusta hacer? (What do you like to do?) ¿Qué no te gusta hacer? (What do you not like to do? ¿Qué haces en tu tiempo libre? (What do you do in your free time?) ¿Qué	Homework that supports revision skills: Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class	An elemer of retrieva practice takes place in every MFL lesso including revision or numbers and key verbs. Students complete 3
karaoke?	refer to weather expressions using	students using the full	Students will complete a reading high 5 task	libre? (What do you	vocabulary and grammar tasks set	and key
¿Qué haces	•	present tense	Students will be tested weekly on vocabulary/spelling Oracy	time?)		
Unit 4 ¿Qué deportes haces? Unit 5	expressions, and 'porque' to give reasons. Students use question words to ask what others do.	singular. Students will also be able to use knowledge of 'me gusta' + infinitive to	'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	(What sports do you do?) ¿Qué haces cuando Ilueve?	Students are given a reading high 5 task per module to support disciplinary literacy and optional research	tasks; translation from the TI to English, English to the TL and transcriptio task

¿Eres fanático?	Grammar taught: Y7M2a: Using infinitive structures Y7M2b: Present tense of 'jugar' Y7M2c: Present tense of 'hacer' Y7M2d: Using question words	use other infinitive structures. Students begin to develop using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and		(What do you do when it rains?)	enrichment tasks to support personal development.	(outlined in faculty assessmen policy) The end of module assessmen assesses listening & reading skil
Module 3 Mi insti Unit 1 ¿Qué estudias? Unit 2 ¿Te gustan las ciencias? Unit 3	Students can refer to school subjects that they study/don't study and give reasons why they like/dislike them. They can talk about school facilities using 'hay' and 'no hay'. Students use the 1st person singular	Students build on giving opinions and reasons, as well as referring back to using 'tener' and 'ser' in the present tense. Students	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. Key sounds: a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v Literacy Students will complete a reading high 5 task "What is school like in Spain?"	¿Que estudias? (What do you study?) ¿Te gusta/te gustan? (Do you like?) ¿Qué no te gusta? (What do you not like?)	Homework that supports revision skills: Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson	An element of retrieval practice takes place in every MFL lessor including revision of numbers and key verbs.

¿Qué hay en	of present tense	refer back to	Students will be tested weekly on vocabulary/spelling	¿Qué hay en	Active Learn to	Students
tu insti?	verbs to talk about	their	Ottoderits will be tested weekly off vocabulary/spelling	tu insti?	consolidate class	complete 3
tu iristi:	what they do/don't	knowledge of	Oracy	(What is in	work.	feedback
Unit 4	do at break time	the present	'Talk like a linguist' is used through paired discussion tasks in	your school?)	Work	tasks;
Durante el	and give reasons.	tense when	class to allow students to develop their oracy.	¿Qué haces	Students are given	translation
recreo	They refer back to	talking about	class to allow students to develop their oracy.	durante el	a reading high 5	
	adjectival	hobbies, to		recreo?	task per module to	from the TL
Unit 5	agreement to add	now talk		(What do you	support	to English,
¿Te gusta tu	description when	about school.		do during	disciplinary literacy	English to
instituto?	talking about	Adjectival		break?)	and optional	the TL and
	teachers and	agreement			research	transcriptio
	school facilities.	from previous			enrichment tasks	task
	Students conjugate	topics is			to support	(outlined in
	ar/er/ir regular	referred back			personal	faculty
	verbs in the	to and used			development.	assessmen
	present tense.	in new				policy)
	They can use the	contexts.				
	immediate future	-				The end of
	tense to talk about	This links to				module
	what they are	giving more				assessmen
	going to do	detailed				assesses
	tomorrow at	descriptions				listening &
	school.	and using the present tense				reading ski
	Grammar taught:	in the full				
	Y7M3a: Present	paradigm in				
	tense	new contexts.				
	Y7M3b: Adjectival	new contexts.				
	agreement	Students				
	Y7M3c: Using	begin to				
	opinion verbs with	develop				
	and without an	using T.O.				
	infinitive verb	A.C.T.I.O.N.S				
	following	acronym for				
	Y7M3d: Immediate	writing				
	future tense	_				
	1	(tenses,				

Module 4 Mi familia y mis amigos Unit 1 ¿Cuántas personas hay en tu familia? Unit 2 ¿De qué color son tus ojos? Unit 3 ¿Cómo es? Unit 4 ¿Cómo es tu casa o tu piso? Unit 5 ¿Que hay en tu ciudad?	Students can talk about all types of family members and say who is in their family/household. They can give descriptions of themselves and others, referring to hair and eye colour and height and build. Students refer back again to using 'tener' and 'ser' in the present tense, in new contexts. They can use possessive adjectives and talk about their homes and briefly about their towns. Students give opinions about their towns/houses,	others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers) Students use their knowledge of the present tense of ar/er/ir verbs, as well as using 'ser' and 'tener' now for descriptions of themselves and others. Students use adjectives agreed correctly to add depth to their descriptions. They use their knowledge of infinitive structures to access the	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to — rather than taught in synthetic isolation. Key sounds: a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	¿Cuántas personas hay en tu familia? (How many people do you have in your family?) ¿De qué color tienes tus ojos? (What colour eyes do you have?) ¿Cómo es? (What are they like?)	Homework that supports revision skills: Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work. Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support	An element of retrieval practice takes place in every MFL lesso including revision of numbers and key verbs. Students complete 3 feedback tasks; translation from the TL to English, English to the TL and transcriptio task (outlined in faculty
---	---	---	---	---	--	--

	adding intensifiers	future tense
Unit 6	to add depth. They	again.
El carnaval	refer back to	
	adjectival	This links to
	agreement.	having
	Students use	increased
	'estar' to refer to	confidence
	locations and use	with tense
	the immediate	work in Y8
	future to say what	and giving more varied
	they are going to do in their town/at	opinions that
	a carnival.	refer to
	a carriivai.	others.
	Grammar taught:	ouroro.
	Y7M4a: 'Ser' and	Students are
	'tener' in the	using T.O.
	present tense	A.C.T.I.O.N.S
		acronym for
	'estar' in the	writing
	present tense	(tenses,
	Y7M4c: Immediate	others,
	future tense	adjectives,
	Y7M4d: Adjectival	connectives,
	agreement	1
	Y7M4e :	time phrases,
	l _ .	
	Possessive	intensifiers,
	Possessive adjectives	opinions,
		opinions, negatives
		opinions,

Year 8 Spanish (4 lessons a fortnight – 39 teaching weeks)

Units of Work	Substantive Knowledge	Components	Disciplinary Literacy	5 Key TL Questions for students	Homework	A
Module 1	Students can say where	All students	Phonics	¿Adónde fuiste	Homework that	Α
Mis	they went on holiday, who	complete a	Introduction of key sounds/spelling links, referring back to this	de vacaciones?	supports revision	0
vacaciones	with and how they	Y7 core	when attempting pronunciation of unknown words. This is done	(Where did you	skills:	р
	travelled there. They can	knowledge	through a lexico-grammar approach where sounds are	go on holiday?)		ta
Unit 1 De	give opinions in the	check to	embedded and modelled in the content/explicitly referred to –	¿Qué hiciste	Weekly	ir
vacaciones	preterite tense and say	address	rather than taught in synthetic isolation.	durante tus	vocabulary/spelling	N
Limit O. Out	what they did on holiday.	gaps before	Mary a sounds	vacaciones?	test from the	ir
Unit 2 ¿Qué	They can use sequencers	commencing	Key sounds:	(What did you do	modular word list	re
hiciste?	to narrate events and ask	Y8.	a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v	on holiday?)	and reading,	n
Unit 3 El	someone else what their holiday was like. Students	Students	1 Manager	¿Cómo te fue?	listening,	а
ultimo dia	refer to both the present	build on their	Literacy	(How was it?) ¿Qué hiciste el	vocabulary and grammar tasks set	V
ultimo dia	and past tense. Students	knowledge of	Students will complete a reading high 5 task "Día de Muertos"	ultimo día?	online on Pearson	
Unit 4	use a range of adjectives	giving	Students will be tested weekly on vocabulary/	(What did you do	Active Learn to	S
¿Cómo te	and exclamations to	opinions and	spelling	on the last day?)	consolidate class	C
fue?	express opinions and	talking about	Spening	¿Qué haces	work.	fe
	reasons.	what they do	Oracy	durante tus		ta
Unit 5 El		in their free	'Talk like a linguist' is used through paired discussion tasks in	vacaciones?	Students are given	tr
verano		time to talk	class to allow students to develop their oracy.	(What do you do	a reading high 5	fr
pasado		about what they do on	olado to allow studento to develop their oracy.	in the holidays?)	task per module to support	to

olidays. udents fer back to eir lowledge of onnectives ad add equencers add depth. udents are sing T.O. C.T.I.O.N.S cronym for citing enses, hers, djectives, onnectives,			disciplinary literacy and optional research enrichment tasks to support personal development.	ta (c) fa as po TI m as as
fer back to eir lowledge of innectives and add equencers add depth. udents are sing T.O. C.T.I.O.N.S cronym for riting enses, hers, ljectives, onnectives,			research enrichment tasks to support personal	tra ta (o fa as po Ti m as
eir nowledge of onnectives nd add equencers add depth. udents are sing T.O. C.T.I.O.N.S cronym for riting enses, hers, ljectives, onnectives,			enrichment tasks to support personal	ta (c) fa as po Ti m as
owledge of onnectives and add equencers add depth. udents are sing T.O. C.T.I.O.N.S cronym for siting enses, hers, djectives, onnectives,			to support personal	(o) fa
ennectives and add equencers add depth. udents are sing T.O. C.T.I.O.N.S eronym for riting enses, hers, ljectives, ennectives,			personal	fa as po Ti m as as
and add equencers add depth. udents are sing T.O. C.T.I.O.N.S cronym for citing enses, hers, lijectives, onnectives,				fa as po Ti m as as
equencers add depth. udents are sing T.O. C.T.I.O.N.S cronym for siting enses, hers, djectives, onnectives,			development.	Th m as
add depth. udents are sing T.O. C.T.I.O.N.S cronym for riting enses, hers, djectives, onnectives,				Th m as
udents are sing T.O. C.T.I.O.N.S cronym for riting enses, hers, djectives, onnectives,				Th m as
cronym for riting enses, hers, ljectives,				m as
C.T.I.O.N.S cronym for citing enses, hers, djectives, onnectives,				as as
C.T.I.O.N.S cronym for citing enses, hers, djectives, onnectives,				as lis re
riting enses, hers, ljectives, onnectives,				lis re
riting enses, hers, ljectives, onnectives,				lis re
enses, hers, ljectives, onnectives,				re
hers, ljectives, nnectives,				
ljectives, nnectives,				
nnectives,				۱
•				
				ı
ne phrases,				l
tensifiers,				ı
oinions,				l
egatives				l
nd				ı
equencers)				
tudents	Phonics	¿Para qué usas	Homework that	A
ıild on	Re-introduction of key sounds/spelling links, referring back to this	tu móvil?	supports revision	of
ying what		(What do you	skills:	pr
ey do in	through a lexico-grammar approach where sounds are	use your phone		ta
eir free time	embedded and modelled in the content/explicitly referred to –	for?)	Weekly	in
sing the	rather than taught in synthetic isolation.	¿Qué tipo de	vocabulary/spelling	M
esent tense		música de	test from the	
regular	Key sounds:	gusta?	modular word list	in
erbs. They			and reading,	re
egatind eque tude illd c iying ey d eir fi ing eser reg	encers) ents on g what do in ree time the nt tense ular	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. Key sounds:	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. Para qué usas tu móvil? (What do you use your phone for?) Qué tipo de música de gusta?	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. Phonics Re-introduction of key sounds/spelling links, referring back to this tu móvil? (What do you use your phone for?) ¿Qué tipo de música de gusta? Weekly vocabulary/spelling test from the modular word list

Unit 2 ¿Qué tipo de música te gusta? Unit 3 Prefiero las comedias Unit 4 ¿Qué hiciste ayer? Unit 5 Mi guia	tense. They can use 'para' + infinitive to say what they use their phones for as well as conjugate and refer to the present tense. Students can use adverbs/adverbial phrases, the comparative and the superlative to compare TV programs. Grammar taught: Y8M2a: Present tense Y8M2b: Preterite tense Y8M2c: Infinitive phrases Y8M2d: Adverbs/adverbial phrases Y8M2e: Comparatives/superlativies	use their knowledge of infinitive structures, and use adjectives for new purposes i.e. the comparative. Students refer to their knowledge of sequencers to narrate events. The build on their knowledge of the preterite tense. This links to comparing other things in different contexts, using time phrases and adjectives in other	Literacy Students will complete a reading high 5 task "Customs of teenagers" PC - Age Students will be tested weekly on vocabulary/ spelling Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	(What type of music do you like?) ¿Qué tipo de programa de televisión te gusta? (What type of TV programs do you like?) ¿Qué no te gusta? (What do you not like?) ¿Qué hiciste ayer? (What did you do yesterday?)	listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work. Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.	Si co fe ta tra fro to Ei th tra ta (o fa as po mas as lis re
		phrases and adjectives in				lis re

·						
		using modal				
		verbs				
		Students are				
		using T.O.				
		A.C.T.I.O.N.S				
		acronym for				
		writing				
		(tenses,				
		others,				
		adjectives,				
		connectives,				
		time phrases,				
		intensifiers,				
		opinions,				
		negatives				
		and				
		sequencers)				
Module 3	Students can express and	Students	Phonics	¿Qué (no) te	Homework that	A
¡A comer!	justify preferences when talking about food and	build on their	Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done	gusta	supports revision skills:	of
Unit 1 ¿Qué	drinks. They can order	knowledge of the present	through a lexico-grammar approach where sounds are	comer/beber? (What do you	SKIIIS.	pr
te gusta	food and drinks in	tense and	embedded and modelled in the content/explicitly referred to –	(not) like to	Weekly	ta in
comer?	restaurants. Students are	infinitive	rather than taught in synthetic isolation.	eat/drink?)	vocabulary/spelling	
	able to plan a party and	phrases to		¿Qué	test from the	M
	also give an account of the	express their	Key sounds:	desayunas?	modular word list	in re
Unit 2 ¿Qué	party that they have been	likes/dislikes.	a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v	(What do you eat	and reading,	nı
desayunas?	to in the past. They can	They can		for breakfast?)	listening,	ar
	refer back to infinitive phrases i.e. me gusta +	refer back to a now wider	Literacy	¿Qué vas a	vocabulary and grammar tasks set	Ve
Unit 3 En el	infinitive to talk about what	variety of	Students will complete a reading high 5 task "Cinco de mayo"	comprar/tomar? (What are you	online on Pearson	
restaurante	they like/don't like eating.	adjectives to	PC: Race	going to buy/to	Active Learn to	St
, , , , , , , , , , , , , , , , , , , ,	They can use the near	give reasons	Students will be tested weekly on vocabulary/	bring?)	consolidate class	CC
	future tense and the	for their	spelling	¿Qué	work.	fe
	preterite tense. Students	opinions.		comiste/bebiste		ta

Unit 4 ¿Qué	can add depth to their	They build on	Oracy	la semana	Students are given	tra
vamos a	work using sequencers	their	'Talk like a linguist' is used through paired discussion tasks in	pasada?	a reading high 5	fre
comprar?	seen in module 1 and time	knowledge of	class to allow students to develop their oracy.	(What did you	task per module to	to
	phrases. They can identify	the future	stage to allow stage the to develop their stage.	eat/drink last	support	Er
	the difference between	tense from		week?)	disciplinary literacy	th
Unit 5	formal and informal	Y7 and this		¿Qué cenas	and optional	tra
¡Fiesta!	registers.	time use it to		normalmente?	research	ta
		talk about		(What do you	enrichment tasks	
	Grammar taught:	planning a		normally have for	to support	(o
	Y8M3a: Preferences using	party.		dinner?)	personal	fa
	infinitive phrases				development.	as
	Y8M3b: Immediate future	This links to				po
	tense	them using				
	Y8M3c: Preterite tense	modal verbs				Tł
	Y8M3d: Present tense	in the same				m
	Y8M3e: Formal and	way that they				as
	informal registers	use infinitive				as
		verb phrases.				lis
		Students are				re
		using T.O.				
		A.C.T.I.O.N.S				
		acronym for				
		writing				
		(tenses,				
		others,				
		·				
		adjectives,				
		connectives,				
		time phrases,				
		intensifiers,				
		opinions,				
		negatives				
		and				
		sequencers)				

Module 4	Students can arrange to	Students	Phonics	¿Te gustaría	Homework that	Γ
¿Qué	go out in places in town	continue to	Re-introduction of key sounds/spelling links, referring back to this	salir?	supports revision	ľ
hacemos?	with others and also make	build on	when attempting pronunciation of unknown words. This is done	(Would you like	skills:	
	excuses using modal	using 3	through a lexico-grammar approach where sounds are	to go out?)		
Unit 1 ¿Te	verbs as to why not to go	tenses in the	embedded and modelled in the content/explicitly referred to –	¿Dónde	Weekly	
gustaría ir	out. Students can talk	full paradigm	rather than taught in synthetic isolation.	quedamos?	vocabulary/spelling	
al cine?	about where they will meet	to expand		(Where shall we	test from the	
	someone referring to	their	Key sounds:	meet?)	modular word list	
Unit 2 Lo	prepositions. They can	descriptions,	a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v	¿Cómo te	and reading,	
siento, no	discuss what they do in	they use time		preparas?	listening,	
puedo	preparation to go out using	phrases and	Literacy	(How do you	vocabulary and	1
	reflexive verbs and	sequencers	Students will complete a reading high 5 task	prepare	grammar tasks set	'
Unit 3	sequencers. Students can	to add both	Students will be tested weekly on vocabulary/	yourself?)	online on Pearson	
¿Cómo te	talk about clothes they are	depth and	spelling	¿A qué hora?	Active Learn to	
prepares?	going to wear for an event	clarity to their		(At what time?)	consolidate class	1
	as well as express	work. They	Oracy	¿Qué vas a	work.	4
Unit 4 ¿Qué	preferences around	can refer to	'Talk like a linguist' is used through paired discussion tasks in	llevar?		4
vas a	clothes that they like/don't	others when	class to allow students to develop their oracy.	(What are you	Students are given	١.
llevar?	like wearing. They can talk	they talk		going to wear?)	a reading high 5	1
	about sporting events	about their		,	task per module to	
Unit 5 ¡Hoy	using three tenses.	plans.			support	
partido!	Students can state	-			disciplinary literacy	
	preferences using	This links to			and optional	.
	demonstrative adjectives.	being able to			research	'
	0	use three			enrichment tasks	l '
	Grammar taught:	tenses in Y9			to support	Ľ
	Y8M4a: Modal verbs	and KS4			personal	
	Y8M4b: Conditional tense	Ctudente ere			development.	ľ
	Y8M4c: Reflexive present	Students are				
	tense verbs Y8M4d: Prepositions	using T.O.				١.
	Y8M4e: Immediate future	A.C.T.I.O.N.S				1
	tense	acronym for				
	Y8M4f: Demonstrative	writing				i
	adjectives	(tenses,				i
	aajootivoo	others.				1

others, adjectives,

Α

of pi ta in

in

re

nı aı

V

fe ta

to Ei th

tra

ta (o fa

as po

TI m as

lis re

connectives,
time phrases,
intensifiers,
opinions,
negatives
and
sequencers)

Year 9 Spanish (4 lessons a fortnight – 39 teaching weeks)

Units of Work	Substantive Knowledge	Components	Disciplinary Literacy	5 Key TL Questions for students	Home

Module 1

Somos así

Unit 1 Cosas que me molan

Unit 2 Mi semana

Unit 3 Cartelera de cine

Unit 4 Un cumpleaños muy especial

Unit 5 Los famosos

Students can talk about things that they like and dislike, referring back to 'me gusta' etc. and adding in 'me chifla' or 'me mola'. They can talk about their preferences with regards to films and film stars. They use the immediate future tense to talk about films they are going to see. They use the present tense to talk about their week and how they organise their week/what they do. Students can use the past tense to talk about how they have celebrated birthdays and to understand/give descriptions of days out. Students are more confident when using 3 tenses together, and can use skills they have learnt to deduce meaning from more challenging texts. Students can use direct object pronouns.

Grammar taught:

Y9M1a: Present tense **Y9M1b:** Preterite tense

All students complete a Y8 core knowledge check to address gaps before commencing Y9.

Students build on their knowledge of the present tense of regular verbs, as well as using sequencers and time phrases both to narrate and add depth. They can add a wider range of connectives and refer to the past and future tense as well as the present tense. Students can refer back to reading strategies taught, as well as adding to their knowledge of infinitive structures.

Students are using T.O.
A.C.T.I.O.N.S
acronym for

writing (tenses,

others, adjectives,

Phonics

Introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.

Key sounds:

a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v

Literacy

Students will complete a reading high 5 task "La familia y las tradiciones"
PC: Age, Being married, Religion or Belief Students will be tested weekly on vocabulary/ spelling

Oracy

'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.

¿Qué cosas te gustan/no te gustan? skills:

like/ not like?)
¿Cómo
organizas tu
semana?
(How do you
organize your
week?)
¿Que
peliculas vas

a ver? (What films are you going to watch?) ¿Cómo te fue

tu cumpleaños? ¿Qué hiciste?

(How was your birthday? What did you do?); Qué haces normalmente?

(What do you do normally?)

test from modular and read listening, vocabula grammar online on Active Leconsolida work.

Students a reading

Weekly

vocabula

a reading task per support disciplina and optic research enrichme to suppo personal developn

Module 2 ¡Desconéctate! Unit 1: ¿Cómo prefieres pasar las vacaciones? Unit 2: ¿Adónde fuiste? Unit 3: Destino Barcelona Unit 4: Quisiera reservar Unit 5: Mis vacaciones desasterosas	Y9M1c: Immediate future tense Y9M1d: Direct object pronouns Y9M1e: Adjectives/adjectival agreement Students can discuss holiday activities and weather using the present tense. They can talk about holiday preferences using a range of opinion verbs. Students revise and revisit the present tense of regular and irregular verbs. They can also refer to the preferences of others. Students use their knowledge of the preterite tense to talk about past holidays, writing longer texts with sequencer to narrate events. They can refer to a trip to Barcelona and use the imperfect tense to describe what happened, as well as give opinions in the past	connectives, time phrases, intensifiers, opinions, negatives and sequencers) Students build on their knowledge of the preterite tense of regular and irregular verbs when referring to themselves and others. They give opinions on a variety of things in different tenses. Students refer to others and sequence events, adding connectives and time phrases. Students refer back to opinion verbs and the comparative to express their preferences.	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. Key sounds: a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v Literacy Students will complete a reading high 5 task "Reasons to visit Spain" Students will be tested weekly on vocabulary/ spelling Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	¿Qué haces en el verano normalmente? (What do you normally do in summer?) ¿Adónde de vas de vacaciones? (Where do you go on holiday?) ¿Adónde fuiste de vacaciones? (Where did you go on holiday?) ¿Que hiciste? (What did you do?) ¿Qué vas a hacer el año que viene? (What are you going to do	and optio
	and use the imperfect tense to describe what happened, as well as give opinions in the past	comparative to express their preferences.	,	hacer el año que viene? (What are you going to do	support disciplina and optio research
	tenses. Students can identify positive and negative opinions and refer to disaster holidays. They can talk	This links to using the imperfect to say what you used to do/describe events in the past.		next year?)	enrichme to suppoi personal developn

	about accommodation, the region they stayed in, activities they did and how they travelled. Students can refer to bigger numbers and use three tenses together. Students can talk about holidays they are going to go on by referring to the immediate future tense. They can book accommodation and refer to problems/desires with regards to accommodation. Grammar taught: Y9M1a: Present tense Y9M1b: Imperfect tense Y9M1d: Immediate future tense	It also links to giving more detailed opinions. Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)			
Module 3 Mi vida en el insti	Students can give opinions about school subjects and talk about	Students build on giving opinions and reasons, as	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done	¿Qué asignaturas te gustan/no te	Homewo supports skills:
Punto de partido: Subjects/teachers/uniform	the subjects they study as well as their teachers. They can	well as narrating events. Students refer to	through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.	gustan? (What subjects do you like?)	Weekly vocabula
Unit 1 Mi nuevo insti	compare subjects and teachers. Students can	negatives/negative structures. They	Key sounds:	¿Cómo es tu profe de?	test from
Unit 2 ¡Está prohibido!	describe what their school is like using	build on their conjugation skills	a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v	(What is yourteacher	and read listening,
Unit 3 ¡Destino Zaragoza!	intensifiers and	across 3 tenses	Literacy	like?)	vocabula

Unit 4 Mis clubs y mis éxitos	adjectives, and refer to their school useful giving description and opinions. Students can refer to what they do or a daily basis using the present tense as well as referring to their primary school and what they used to do using the imperfect tense. Students can talk about school rules using modal verbs and give their opinions on school rules/problems in school. They can talk about a school exchange using the immediate future tense. Students can ask and answer questions. They use the preterite tense to talk about activities and achievements i.e. extra-curricular events and school teams. Students can use and understand indirect object pronouns. They continue to use 3 tenses together

Grammar taught: Y9M3a: Verbs of opinion

and use knowledge direct object pronouns to place indirect object pronouns.

This links to giving description using adjectives and the present tense of ser/tener/haber in other contexts. It also links to using other infinitive structures and using them in other contexts.

T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases. intensifiers. opinions, negatives and

sequencers)

Students are using

Students will complete a reading high 5 task "Orgullo, Madrid"

PC: Gender re-assignment, Being married or civil partnership, Sex. Sexual orientation Students will be tested weekly on vocabulary/ spelling

Oracy

'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.

instalaciones hay en tu insti? (What facilities are there in your school?) ¿Cómo era tu escuela primaria? (What was your primary school like?) ¿Qué vas a hacer después de los exámenes? (What are you going to do after the exams?)

¿Qué

grammar online on Active Le consolida work.

Students a reading task per support disciplina and optic research enrichme to suppo personal developn

	Y9M3b:				
	Comparative/superlative				
	Y9M3c: Imperfect tense				
	Y9M3d: Preterite tense				
	Y9M3e: Immediate				
	future tense				
	Y9M3f: Modal verbs				
	Y9M3g: Indirect object				
	pronouns				
Module 4	Students can talk about	Students build on	Phonics	¿Cómo es?	Homewo
La gente	socializing with family	their knowledge of	Re-introduction of key sounds/spelling links, referring back to this	(What is	supports
	and friends, using	the present tense	when attempting pronunciation of unknown words. This is done	he/she like?)	skills:
Punto de partido:	present tenses verbs	to use in other	through a lexico-grammar approach where sounds are	¿Te llevas	
socialising and	that they have seen	contexts, they give	embedded and modelled in the content/explicitly referred to –	bien con tu	Weekly
family/descriptions of	before. They can	descriptions and	rather than taught in synthetic isolation.	familia?	vocabula
people	describe themselves	opinions on a		(Do you get on	test from
	and others using the	wider variety of	Key sounds:	well with your	modular
Unit 1: Mis aplicaciones	present tense of 'tener'	subjects. They	a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v	family?)	and read
favoritas	and 'ser' adding	refer back again to		¿Qué estás	listening,
	correctly agreed	infinitive structures	Literacy	haciendo?	vocabula
Unit 2: ¿Qué estás	adjectives and	to talk about	Students will complete a reading high 5 task	(What are you	grammar
haciendo?	intensifiers. Students	preferences.	Students will be tested weekly on vocabulary/	doing?)	online on
	can talk about different	Students are able	spelling	¿Qué te gusta	Active Le
Unit 3: Leer es un placer	social networks and	to use vocabulary		leer?	consolida
	what they use them for,	from other	Oracy	(Do you like	work.
Unit 4 Retratos y relaciones	as well as give their	contexts to refer to	'Talk like a linguist' is used through paired discussion tasks in	reading?)	
	opinions. They can use	making plans i.e.	class to allow students to develop their oracy.	¿Quieres salir	Students
	'para' with infinitives	times and places		conmigo?	a reading
	and refer to what other	in towns.		(Do you want	task per i
	people think of social			to go out with	support
	media. Students can	This links to		me?)	disciplina
	make	talking in more			and optio
	arrangements/plans to	depth about what			research
	go out using the present	they do in their			enrichme
	continuous tense and	free time and their			to suppor
	refer to what other	opinions. Students			

people are doing. They	can refer again to		personal
can talk about their	the imperfect		developn
reading preferences	tense and apply		
using a range of	their conjugation		
connectives. Students	skills to refer to		
are able to talk about	not only		
relationships, referring	themselves but to		
back to using 'ser' and	others.		
'estar' in the present			
tense and using some	Students are using		
reflexive verbs to talk	T.O.		
about how they get on	A.C.T.I.O.N.S		
with people.	acronym for		
	writing (tenses,		
	others, adjectives,		
	connectives, time		
	phrases,		
	intensifiers,		
	opinions,		
	•		
	negatives and		
	sequencers)		

Year 10 Spanish (5 lessons a fortnight – 39 teaching weeks)

Units of Work	Substantive Knowledge	Components	Disciplinary Literacy	5 Key TL Questions for students	Homework	Assessment	SMSC/CIAG/Briti sh values/Personal development Key questions for students in MFL
Module 1 Intereses e influencias	Students can talk more about their free time and refer to what they usually	All students complete a Y9 core knowledge check to address	Phonics Introduction of key	¿Qué actividades haces en tu	Homework that supports revision skills:	An element of retrieval practice takes	Students discuss questions in

Punto de partido: free time activities/TV programs/films/adjec tives of nationality

Unit 1: ¿Qué sueles hacer?

Unit 2: ¡Fanático de deporte!

Unit 3: Temas del momento

Unit 4: En directo

Unit 5: Modelos a seguir

Unit 6: Role play, photo card and conversation questions

Unit 7: Writing practice, 40/90/ translations

do using 'soler' + infinitive in the present tense. They talk about TV programmes and films expressing preferences and making comparisons. Students can talk more about sports in the present tense and refer to sports that they used to do using the imperfect tense. Students can discuss different types of entertainment and use the perfect tense to say what they have watched/listened to/read lately. They use algunos/demasiados/otros/ muchos to add extra detail to their descriptions. Students can talk about their role models and sav what they do/don't do that inspires them in the present tense and past tenses. Students revisit using three tenses to add depth to their work.

gaps before commencing Y10.

Students build on their knowledge of present, past and future tenses to talk about their free time and preferences. They build on talking about themselves and their likes/dislikes, also referring to others. Students build on their knowledge of adjectival agreement to refer to things in new contexts. They continue to use infinitive structures as an alternative to the present tense. Students use the imperfect tense again in new contexts.

This links to using other infinitive structures i.e. 'se puede' + infinitive and giving more detailed description and to explain. Students continue to develop their conjugation skills to use when they meet the conditional tense.

sounds/spellin g links, referring back to this when attempting pronunciation of unknown words. This is done through a lexicogrammar approach where sounds are embedded and modelled in the content/explicit ly referred to rather than taught in synthetic isolation.

Key sounds: a/e/i/o/u/ca/ce/ ci/co/cu/ch/au/ qui/ga/ge/gi/go /gu/gue/gui/j/h/ ñ/z/II/v

Literacy Students will complete a reading high 5 task

Weekly vocabulary/spell activities do ing test from the you do in modular word vour free list and reading. listening. vocabulary and grammar tasks deportes haces? set online on (What sports Pearson Active do you do) Learn to consolidate deportes class work. hacias?

tiempo

libre?

(What

time?)

¿Qué

¿Qué

to do)

visto

e?

¿Qué has

(What sports

did you used

recientement

(What have

vou seen

recently?)

admiras?

admire?)

(Who do you

¿Quién

Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support

personal

development.

place in every MFL lesson. including revision of numbers and key verbs. Students

complete 2 feedback tasks: translation from the TL to English, English to the TL (outlined in faculty assessment policy)

End of module assessments. The end of module assessments assesses listening, reading and speaking/ writing skills.

English to support their personal development. awareness of **SMSC** and their oracy skills

Do you know any Spanish sports stars? What do vou like about them? Who are your role models and whv? Do you know any Spanish film stars or singers?

		Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)	"Entertainment in Spanish culture" Students will be tested weekly on vocabulary/ spelling Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.				
Module 2 Ciudades Punto de partido: places in town/directions/shop s/souvenirs Unit 1: ¿Cómo es tu zona? Unit 2: ¿Qué	Students can talk about places in a town or city, as well as ask for directions to those places. They can refer to different shops and say where they are in relation to each other using prepositions. Students can buy souvenirs and ask for prices. They can talk about the features of a region and what you can do there	Students build on using 'hay' and 'había' from other contexts i.e. school to say what is/was in their region. They continue to give opinions and reasons for those opinions. They refer back to the imperfect tense to say what things used to be like in their region.	Phonics Re-introduction of key sounds/spellin g links, referring back to this when attempting pronunciation of unknown words. This is done through a	¿Qué se puede(n) hacer en tu region? (What can you do in your región?) ¿Qué harás manana? (What will you do tomorrow?)	Homework that supports revision skills: Weekly vocabulary/spell ing test from the modular word list and reading, listening, vocabulary and grammar tasks	An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs. Students complete 2	Students discuss questions in English to support their personal development, awareness of SMSC and their oracy skills
haremos? Unit 3: De compras	using 'se puede(n) + infinitive' as well as give their opinions. Students	They also refer back to the perfect tense to say what they have done	lexico- grammar approach	¿Te gusta ir de compras?	set online on Pearson Active Learn to	feedback tasks; translation from	Have you visited any Spanish

consolidate the TL to can plan what they will do on a visit to another where sounds (Do you like speaking countries? What Unit 4: Los pros y los on a visit using the future region. Students use shopping?) are embedded class work. English, English contras de la ciudad tense and ask/respond to and modelled ¿Qué es lo were the infinitive structures that to the TL questions around those they have already seen in the meior de tu Students are differences (outlined in Unit 5 ¡Destino content/explicit plans. Students use i.e. suelo hacer to talk ciudad? given a reading between them faculty Arequipa! high 5 task per exclamations to give about towns/regions ly referred to – (What is the and the UK? assessment opinions i.e. How boring! and what they do there. rather than best thing module to What would you policy) They can understand and change about Unit 6: Role play, Students continue to taught in about your support take part in dialogues for build their conjugation synthetic disciplinary where you live photo card and city?) buying clothes and ¿Qué skills and refer to isolation. literacy and and why? conversation End of module souvenirs, using cambiarías? optional accurate adjectival What was vour questions assessments. demonstrative adjectives **Key sounds:** (What would research area like in the agreement. The end of past? And now? to express their a/e/i/o/u/ca/ce/ you change?) enrichment Unit 7: Writing module preferences. Students can This links to being able tasks to support What has ci/co/cu/ch/qu/ practice, 40/90/ assessments talk about the problems in to sequence personal changed and qui/ga/ge/gi/go translations assesses their region and use the development. why? events/narrate events /gu/gue/gui/j/h/ listenina. conditional tense to say and also to refer to ñ/z/II/v reading and what they would do about preferences in other speaking/ them. They add tan/tanto contexts. Literacy writing skills. to add depth to opinions. Students will Students can talk about a Students are using complete a visit in the past referring T.O. A.C.T.I.O.N.S reading high 5 back to the acronym for writing task preterite/perfect/imperfect (tenses, others, "The most tenses. They use different adjectives. beautiful cities tenses they have seen connectives, time in Spain" together to extend written phrases, intensifiers, Students will and spoken responses. be tested opinions, negatives weekly on and sequencers) vocabulary/spe lling Oracv 'Talk like a linauist' is used through paired

			discussion				1
'	1	1	tasks in class	'	'		[]
'		1	to allow	'	']
'	1	1	students to	'	1		1
'		1	develop their	'	'		1
'	1	1	•	'	'		
'		1	oracy.	'	'		
	1	1	1	'	'		
Module 3	Students can talk about	They build on their	Phonics	¿Qué comen	Homework that	An element of	Students
De costumbre	meal times and how they	knowledge of food and	Re-introduction	los	supports	retrieval	discuss
'	differ in different Spanish	drinks, as well as	of key	españoles?	revision skills:	practice takes	questions in
Punto de partido:	speaking countries. They	expressing their	sounds/spellin	(What do	'	place in every	English to
mealtimes/daily	talk about their daily	preferences and	g links,	Spanish	Weekly	MFL lesson,	support their
routine/illness/injurie	routine using present tense	opinions around food	referring back	people eat?)	vocabulary/spell	including	personal
s	reflexive verbs. Students	and drink. They	to this when	¿Cómo	ing test from the	revision of	•
'	are able to talk about	continue to develop	attempting	celebraste tu	modular word	numbers and	development,
Unit 1: Sabores del	illnesses/injuries and take	their conjugation skills	pronunciation	ultimo	list and reading,	key verbs.	awareness of
mundo	part in dialogues in	in order to work with	of unknown	cumpleaños	listening,	'	SMSC and their
'	pharmacies to ask for help.	preterite tense reflexive	words. This is	?	vocabulary and	Students	oracy skills
Unit 2: De fiesta!	Students talk about typical	verbs. They refer back	done through a	(How did you	grammar tasks	complete 2	1
'	foods in the UK and	to the conditional tense	lexico-	celebrate	set online on	feedback tasks;	
Unit 3: Un dia	Spanish speaking	to talk about foods they	grammar	your last	Pearson Active	translation from	Have you seen
especial	countries and give their	would like to try, also	approach	birthday?)	Learn to	the TL to	any Spanish
!	opinions using 'me	refer back to the	where sounds	¿Te gustaría	consolidate	English, English	festivals in action
Unit 4: A comer!	gusta/me gustaría'. They	comparative to	are embedded	ir a un	class work.	to the TL	in person or on
'	can refer to expressions of	compare food/festivals	and modelled	festival en	'	(outlined in	TV?
Unit 5: El festival de	quantity both to add detail	from other countries.	in the	España?	Students are	`	How does
música	and to express what they	They refer back to the	content/explicit	(Would you	given a reading	faculty	Christmas in the
'	want exactly in a shopping	perfect and imperfect	ly referred to –	like to go to a	high 5 task per	assessment	UK differ to that in
Unit 6: Role play,	scenario. Students can talk	tenses to talk about	rather than	festival in	module to	policy)	Spain?
photo card and	about different festivals in	things they have	taught in	Spain?)	support		Have you been to
conversation	Spanish speaking	done/used to do in	synthetic	¿Cómo vas a	disciplinary		any music
questions	countries, comparing and	relation to special	isolation.	celebrar la	literacy and	End of module	festivals? Would
,	contrasting them. They can	days/celebrations.		Navidad?	optional	assessments.	you like to?
'	talk about a special day	Students continue to	Key sounds:	(How are you	research	The end of	How do
	using reflexive verbs/verbs	use infinitive structures		going to	enrichment	module	mealtimes in

Unit 7: Writing practice. 40/90/ translations	in the preterite tense. Students can order meals for themselves and others. They use 'estar' in the present tense to express temporary states and use 'ismo' with adjectives. They can talk about music festivals and use infinitive structures such as 'acabo de + infinitive'.	to add variety to their work. This links to using the conditional tense to talk about hopes/future plans well as extending responses beyond the minimum Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)	a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v LiteracyStude nts will complete a reading high 5 task "La quinceañera" PC: Age Students will be tested weekly on vocabulary/spe lling Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	celebrate Christmas?) ¡Cómo es tu rutina diaria? (What is your daily routine?)	tasks to support personal development.	assessments assesses listening, reading and speaking/ writing skills.	Spain differ to those in the UK?
Module 4 ¡A currar!	Students can talk about different Jobs and discuss their job preferences. They	Students build on giving preferences and expressing	Phonics Re-introduction of key	¿En qué te gustaría trabajar?	Homework that supports revision skills:	An element of retrieval practice takes	Students discuss questions in

Punto de partido:	can talk about how they	likes/dislikes. They use	sounds/spellin	(What job		place in every	English to
different jobs/job	earn money in the present	the conditional,	g links,	would you	Weekly	MFL lesson,	support their
preferences	tense and refer to how	imperfect, perfect,	referring back	like to do?)	vocabulary/spell	including	personal
	often they do things.	present, preterite and	to this when	¿Qué haces	ing test from the	revision of	development,
Unit 1: Que haces	Students again use verbs	future tenses to talk	attempting	para ganar	modular word	numbers and	awareness of
para ganar dinero?	followed by the infinitive to	about jobs and future	pronunciation	dinero?	list and reading,	key verbs.	SMSC and their
	add depth and interest to	plans having seen	of unknown	(What do you	listening,		oracy skills
Unit 2: Mis prácticas	their speech. They can talk	those tenses before.	words. This is	do to earn	vocabulary and	Students	ordoy skins
laborales	about their work	They refer back to	done through a	money?)	grammar tasks	complete 2	
	experience using the	adjectival agreement	lexico-	¿Dónde	set online on	feedback tasks:	Is unemployment
Unit 3: Por que	preterite tense and the	and those adjectives to	grammar	hiciste tus	Pearson Active	translation from	an issue in your
aprender idiomas?	imperfect tense to say	give reasons. Students	approach	prácticas	Learn to	the TL to	area? What are
	what they did, giving	build on giving	where sounds	laborales?	consolidate	English, English	the causes?
Unit 4: Solicitando	opinions and description.	description/narration	are embedded	(Where did	class work.	to the TL	Will you go to
un trabajo	Students refer to the	and referring to others.	and modelled	you do your		(outlined in	university? Why?
	benefits of speaking		in the	work	Students are	`	Why not?
Unit 5: Un año	languages and use 'lo +	This links to giving	content/explicit	experience?)	given a reading	faculty	What do you think
sabático	adjective'. Students know	fuller descriptions of	ly referred to –	¿Qué planes	high 5 task per	assessment	stops people from
	how to use the 24-hour	other things in other	rather than	tienes para	module to	policy)	going to
Unit 6: El futuro	clock. For real life job	contexts. It also links to	taught in	el futuro?	support		university?
	scenarios, they practice	using the conditional	synthetic	(What plans	disciplinary		What are your
Unit 7: Role play,	applying for jobs and	tense with infinitive	isolation.	do you have	literacy and	End of module	future plans?
photo card and	writing formal letters using	verbs and giving		for the	optional	assessments.	Tuture plans:
conversation	usted. Students revist the	extended reasons.	Key sounds:	future?)	research	The end of	
questions	preterite tense and also		a/e/i/o/u/ca/ce/	¿Cómo	enrichment	module	
	use the future tenses and	Students are using	ci/co/cu/ch/qu/	pasarías un	tasks to support	assessments	
Unit 8: Writing	'si' clauses to express their	T.O. A.C.T.I.O.N.S	qui/ga/ge/gi/go	año	personal	assesses	
practice. 40/90/150	plans for the future in	acronym for writing	/gu/gue/gui/j/h/	sabático?	development.	listening,	
translations	terms of work/aspirations.	(tenses, others,	ñ/z/II/v	(How would		reading and	
translations		adjectives,	10,2,10,4	you spend a		speaking/	
		connectives, time	Literacy	gap year?)		writing skills.	
		phrases, intensifiers,	Students will				
		opinions, negatives	complete a				
			reading high 5				
		and sequencers)	task				
			idan		<u> </u>	<u> </u>	

Students will be tested weekly on vocabulary/spe lling Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	
---	--

Year 11 Spanish (5 lessons a fortnight – 30 teaching weeks approx.)

Units of Work	Substantive Knowledge	Components	Disciplinary Literacy	5 Key TL Questions for students	Homework	Asses
Module 1 Hacia un mejor mundo	Students can describe different types of houses. They can talk	All students complete a Y10 core knowledge check to	Phonics Introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to —	¿Cómo es tu casa? (Where is your house?) ¿Cómo se debería cuidar el medio ambient en casa?	Homework that supports revision skills:	An eler of retri practic takes p in ever
Unit 1: Piensa globalmente!	about the enviroment considering global and	address gaps before commencing Y11.	rather than taught in synthetic isolation. Literacy Students will complete a reading high 5 task	(How should you care for the environment at home?)	vocabulary/spelling test from the modular word list and reading,	lesson includi revisio numbe

	Т		T	T	T	1
Unit 2: Actúa localmente! Unit 3: Vivir a tope! Unit 4: El deporte nos une! Unit 5: Role play, photo card and conversation questions Unit 6: Writing practice. 40/90/150 translations	local issues. Students can discuss health lifestyles, and diet-related issues. They refer to natural disasters and can give opinions on a wide range of environmental issues. Students can talk about international sporting events, discussing the benefits and giving opinions. Students refer back to all of the grammar points covered to extend their responses. Students begin to look	This builds on giving descriptions of local areas/houses using a range of tenses and infinitive structures. Students use their conjugation skills to look at expressions in the subjunctive tense. Students continue to narrate events using sequencers and time phrases in new contexts. They are able to refer to a wider range of adjectives and use	Students will be tested weekly on vocabulary/spelling Key sounds: a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	Cúal es el problema mas serio hoy en dia? (What is the most serious problem nowadays?) Qué opinas de beber alcohol? (What do you think about drinking alcohol?) ¿Cúales son las ventajas y desventajas de eventos internacionales?(What are the advantages and disadvantages of international events?)	listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work. Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.	and k verbs Stude compl feedb tasks; transla from t to Englis TL (ou in facu asses policy End o modu asses The e modu asses listeni readir speak writing
	responses.	wider range of adjectives				writing

		A.C.T.I.O.N.S				
		acronym for				
		writing				
		(tenses,				
		others,				
		adjectives,				
		connectives,				
		time phrases,				
		intensifiers,				
		opinions,				
		negatives				
		and				
		sequencers)				
Revision	Students will	Students will	Phonics	Speaking conversation	Homework that	An elei
	revise and	revisit content	Re-introduction of key sounds/spelling links, referring back to this	question themes to be	supports revision	of retri
	revisit	from the	when attempting pronunciation of unknown words. This is done	chosen and prepared.	skills:	practio
	vocabulary	previous year	through a lexico-grammar approach where sounds are	Students are given the	107	takes p
	and content:	then this year	embedded and modelled in the content/explicitly referred to –	opportunity to practice	Weekly	in ever
	Theme 1 Identity &	building on their	rather than taught in synthetic isolation.	and fine tune their responses.	vocabulary/spelling test from the	lesson includi
	culture	knowledge of	Key sounds:	responses.	modular word list	revisio
	Theme 2	at least 3	a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/ll/v	Students focus their	and reading,	numbe
	Local,	tenses and		speaking skills on	listening,	and ke
	national,	using them in	Literacy	practice of role play and	vocabulary and	verbs.
	international	different	Students will complete a reading high 5 task	photo card tasks.	grammar tasks set	
	and global	contexts	Students will be tested weekly on vocabulary/spelling		online on Pearson	Studen
	areas of	using their	Vocabulary lists give examples of vocabulary used in context to		Active Learn to	comple
	interest	knowledge of	prior and current learning.		consolidate class	of year
	Theme 3	vocabulary.			work.	assess
	Current and	This links to	Knowledge of key exam rubrics in the TL		Past paper	coverin
	future study and	students	Orani		questions from	studies
	employment	accessing	Oracy		Exampro	well as
	J. II PIO J III OI II	listening and	'Talk like a linguist' is used through paired discussion tasks in		2.0011910	availab
		reading	class to allow students to develop their oracy.			past pa
						•

focusing on	papers (H/F),		
exam skills:	speaking		
listening,	exams		
speaking,	including role		
reading and	play, photo		
writing.	card and		
	conversation		
Students will	questions as		
revisit the	well as		
following key	writing		
grammar	exams: F = 4		
points:	sentences/40		
Present tense	word/90 word		
(regular &	and		
irregular	translation		
verbs)	H = 90		
Asking	word/150		
questions	word and		
Near future	translation		
tense			
Perfect tense	Students are		
with 'tener'	using T.O.		
and 'ser'	A.C.T.I.O.N.S		
Imperfect	acronym for		
tense	writing		
Simple future	(tenses,		
tense	others,		
Conditional	adjectives,		
tense	connectives,		
Modal verbs	time phrases,		
Negatives	intensifiers,		
Adjectives & possessive	opinions,		
	negatives		
adjectives Comparative	and		
& superlative	sequencers)		

Adverbs Verbs with the infinitive Pluperfect tense Object			
pronouns Relative pronouns Demonstrative adjectives & pronouns Gerund Present continuous tense			

Appendix 1:

Key stage 3: Modern foreign language Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied

use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate

develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

use accurate grammar, spelling and punctuation.

Linguistic competence

listen to a variety of forms of spoken language to obtain information and respond appropriately

transcribe words and short sentences that they hear with increasing accuracy

initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

express and develop ideas clearly and with increasing accuracy, both orally and in writing

speak coherently and confidently, with increasingly accurate pronunciation and intonation

read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages – key stage 3

write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.