



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*

Aims

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: [Student Support Assistant Preparation.docx](#)

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
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<p>Module 1 Mi vida</p> <p>Unit 1 ¿Cómo te llamas?</p> <p>Unit 2 ¿Qué tipo de personas eres?</p> <p>Unit 3 ¿Tienes hermanos?</p> <p>Unit 4 ¿Cuándo es tu cumpleaños?</p> <p>Unit 5 ¿Tienes mascotas?</p>	<p>Students can use numbers from 1-31, to give ages and dates of birth. They can refer to the alphabet to spell out names. Students can refer to personality traits and agree adjectives for masculine/feminine and plural. They can use 'tener' and 'ser' in the 1st-3rd person present tense. Students can refer to siblings and pets and give a basic description using adjectives. They can greet people formally and informally and introduce themselves. Students can use connectives and intensifiers to add depth to their descriptions.</p> <p>Grammar taught: Y7M1a: Adjectival agreement</p>	<p>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.</p> <p>Students begin to develop using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers,</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task “Spain - an introduction” Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Cómo te llamas? (What is your name?) ¿Qué tipo de personas eres? (What type of person are you?) ¿Cuándo es tu cumpleaños? (When is your birthday?) ¿Tienes hermanos? (Do you have siblings?) ¿Tienes mascotas? (Do you have pets?)</p>	<p>Homework that supports revision skills:</p> <p>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.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessment assesses listening & reading skills</p>
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	<p>Y7M1b: Using connectives</p> <p>Y7M1c: Using intensifiers</p> <p>Y7M1d: Using the present tense of 'tener' in the 1st-3rd person</p> <p>Y7M1e: Using the present tense of 'ser' in the 1st-3rd person</p>	opinions, negatives and sequencers)				
<p>Module 2</p> <p>Mis pasatiempos</p> <p>Unit 1 ¿Qué te gusta hacer?</p> <p>Unit 2 ¿Cantas karaoke?</p> <p>Unit 3 ¿Qué haces cuando llueve?</p> <p>Unit 4 ¿Qué deportes haces?</p> <p>Unit 5</p>	<p>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 can also add time and frequency expressions, and 'porque' to give reasons. Students use question words to ask what others do.</p>	<p>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 Y7, not just 1st-3rd person singular. Students will also be able to use knowledge of 'me gusta' + infinitive to</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy/Oracy Students will complete a reading high 5 task "Feliz Navidad" or "La Pelota" Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Qué te gusta hacer? (What do you like to do?)</p> <p>¿Qué no te gusta hacer? (What do you not like to do?)</p> <p>¿Qué haces en tu tiempo libre? (What do you do in your free time?)</p> <p>¿Qué deportes haces? (What sports do you do?)</p> <p>¿Qué haces cuando llueve?</p>	<p>Homework that supports revision skills:</p> <p>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.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research</p>	<p>An element of retrieval practice takes place in every MFL lesson including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and transcription task</p>

<p>¿Eres fanático?</p>	<p>Grammar taught: Y7M2a: Using infinitive structures Y7M2b: Present tense of 'jugar' Y7M2c: Present tense of 'hacer' Y7M2d: Using question words</p>	<p>use other infinitive structures.</p> <p>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 sequencers)</p>		<p>(What do you do when it rains?)</p>	<p>enrichment tasks to support personal development.</p>	<p>(outlined in faculty assessment policy)</p> <p>The end of module assessment assesses listening & reading skills</p>
<p>Module 3 Mi insti</p> <p>Unit 1 ¿Qué estudias?</p> <p>Unit 2 ¿Te gustan las ciencias?</p> <p>Unit 3</p>	<p>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</p>	<p>Students build on giving opinions and reasons, as well as referring back to using 'tener' and 'ser' in the present tense. Students</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task <i>"What is school like in Spain?"</i></p>	<p>¿Que estudias? (What do you study?) ¿Te gusta.../te gustan...? (Do you like...?) ¿Qué no te gusta? (What do you not like?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson</p>	<p>An element of retrieval practice takes place in every MFL lesson including revision of numbers and key verbs.</p>

<p>¿Qué hay en tu insti?</p> <p>Unit 4 Durante el recreo</p> <p>Unit 5 ¿Te gusta tu instituto?</p>	<p>of present tense verbs to talk about what they do/don't do at break time and give reasons. They refer back to adjectival agreement to add description when talking about teachers and school facilities. Students conjugate ar/er/ir regular verbs in the present tense. They can use the immediate future tense to talk about what they are going to do tomorrow at school.</p> <p><u>Grammar taught:</u> Y7M3a: Present tense Y7M3b: Adjectival agreement Y7M3c: Using opinion verbs with and without an infinitive verb following Y7M3d: Immediate future tense</p>	<p>refer back to their knowledge of the present tense when talking about hobbies, to now talk about school. Adjectival agreement from previous topics is referred back to and used in new contexts.</p> <p>This links to giving more detailed descriptions and using the present tense in the full paradigm in new contexts.</p> <p>Students begin to develop using T.O. A.C.T.I.O.N.S acronym for writing (tenses,</p>	<p>Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Qué hay en tu insti? (What is in your school?) ¿Qué haces durante el recreo? (What do you do during break?)</p>	<p>Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessment assesses listening & reading skills</p>
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		others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)				
<p>Module 4 Mi familia y mis amigos</p> <p>Unit 1 ¿Cuántas personas hay en tu familia?</p> <p>Unit 2 ¿De qué color son tus ojos?</p> <p>Unit 3 ¿Cómo es?</p> <p>Unit 4 ¿Cómo es tu casa o tu piso?</p> <p>Unit 5 ¿Que hay en tu ciudad?</p>	<p>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.</p> <p>Students give opinions about their towns/houses,</p>	<p>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</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Cuántas personas hay en tu familia? (How many people do you have in your family?)</p> <p>¿De qué color tienes tus ojos? (What colour eyes do you have?)</p> <p>¿Cómo es? (What are they like?)</p>	<p>Homework that supports revision skills:</p> <p>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.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support</p>	<p>An element of retrieval practice takes place in every MFL lesson including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and transcription task (outlined in faculty</p>

<p>Unit 6 El carnaval</p>	<p>adding intensifiers to add depth. They refer back to adjectival agreement. Students use 'estar' to refer to locations and use the immediate future to say what they are going to do in their town/at a carnival.</p> <p>Grammar taught: Y7M4a: 'Ser' and 'tener' in the present tense Y7M4b: Using 'estar' in the present tense Y7M4c: Immediate future tense Y7M4d: Adjectival agreement Y7M4e: Possessive adjectives</p>	<p>future tense again.</p> <p>This links to having increased confidence with tense work in Y8 and giving more varied opinions that refer to others.</p> <p>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)</p>			<p>personal development.</p>	<p>assessment policy)</p> <p>The end of module assessment assesses listening & reading skills</p>
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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	As
<p>Module 1 Mis vacaciones</p> <p>Unit 1 De vacaciones</p> <p>Unit 2 ¿Qué hiciste?</p> <p>Unit 3 El último día</p> <p>Unit 4 ¿Cómo te fue?</p> <p>Unit 5 El verano pasado</p>	<p>Students can say where they went on holiday, who with and how they travelled there. They can give opinions in the preterite tense and say what they did on holiday. They can use sequencers to narrate events and ask someone else what their holiday was like. Students refer to both the present and past tense. Students use a range of adjectives and exclamations to express opinions and reasons.</p>	<p>All students complete a Y7 core knowledge check to address gaps before commencing Y8.</p> <p>Students build on their knowledge of giving opinions and talking about what they do in their free time to talk about what they do on</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task “<i>Día de Muertos</i>” Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Adónde fuiste de vacaciones? <i>(Where did you go on holiday?)</i></p> <p>¿Qué hiciste durante tus vacaciones? <i>(What did you do on holiday?)</i></p> <p>¿Cómo te fue? <i>(How was it?)</i></p> <p>¿Qué hiciste el último día? <i>(What did you do on the last day?)</i></p> <p>¿Qué haces durante tus vacaciones? <i>(What do you do in the holidays?)</i></p>	<p>Homework that supports revision skills:</p> <p>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.</p> <p>Students are given a reading high 5 task per module to support</p>	<p>As of pr ta in M in re nu ar ve St cc fe ta tra fro to</p>

		<p>holidays. Students refer back to their knowledge of connectives and add sequencers to add depth.</p> <p>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)</p>			disciplinary literacy and optional research enrichment tasks to support personal development.	En th tra ta (o fa as po
<p>Module 2 Todo sobre mi vida</p> <p>Unit 1 Mi vida, mi móvil</p>	<p>Students can say what they use their phone for and how often they use it. They can express and justify different opinions on music, TV and films. Students can refer to activities they did in the past using the preterite</p>	<p>Students build on saying what they do in their free time using the present tense of regular verbs. They</p>	<p>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.</p> <p>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/l/v</p>	<p>¿Para qué usas tu móvil? <i>(What do you use your phone for?)</i></p> <p>¿Qué tipo de música de gusta?</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading,</p>	Th m as as lis re

<p>Unit 2 ¿Qué tipo de música te gusta?</p> <p>Unit 3 Prefiero las comedias</p> <p>Unit 4 ¿Qué hiciste ayer?</p> <p>Unit 5 Mi guía</p>	<p>tense. They can use 'para' + infinitive to say what they use their phones for as well as conjugate and refer to the present tense.</p> <p>Students can use adverbs/adverbial phrases, the comparative and the superlative to compare TV programs.</p> <p>Grammar taught: Y8M2a: Present tense Y8M2b: Preterite tense Y8M2c: Infinitive phrases Y8M2d: Adverbs/adverbial phrases Y8M2e: Comparatives/superlatives</p>	<p>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.</p> <p>This links to comparing other things in different contexts, using time phrases and adjectives in other contexts. Knowledge of infinitive structures will also link to</p>	<p>Literacy Students will complete a reading high 5 task "Customs of teenagers" PC - Age Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p><i>(What type of music do you like?)</i> ¿Qué tipo de programa de televisión te gusta? <i>(What type of TV programs do you like?)</i> ¿Qué no te gusta? <i>(What do you not like?)</i> ¿Qué hiciste ayer? <i>(What did you do yesterday?)</i></p>	<p>listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>nu ar ve St co fe ta tra fro to Er th tra ta (o fa as po Th m as as lis re</p>
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		<p>using modal verbs</p> <p>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)</p>			
<p>Module 3 ¿A comer!</p> <p>Unit 1 ¿Qué te gusta comer?</p> <p>Unit 2 ¿Qué desayunas?</p> <p>Unit 3 En el restaurante</p>	<p>Students can express and justify preferences when talking about food and drinks. They can order food and drinks in restaurants. Students are able to plan a party and also give an account of the party that they have been to in the past. They can refer back to infinitive phrases i.e. me gusta + infinitive to talk about what they like/don't like eating. They can use the near future tense and the preterite tense. Students</p>	<p>Students build on their knowledge of the present tense and infinitive phrases to express their likes/dislikes. They can refer back to a now wider variety of adjectives to give reasons for their opinions.</p>	<p>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.</p> <p>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</p> <p>Literacy Students will complete a reading high 5 task “Cinco de mayo” PC: Race Students will be tested weekly on vocabulary/spelling</p>	<p>¿Qué (no) te gusta comer/beber? (What do you (not) like to eat/drink?)</p> <p>¿Qué desayunas? (What do you eat for breakfast?)</p> <p>¿Qué vas a comprar/tomar? (What are you going to buy/to bring?)</p> <p>¿Qué comiste/bebiste</p>	<p>Homework that supports revision skills:</p> <p>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.</p>

<p>Unit 4 ¿Qué vamos a comprar?</p> <p>Unit 5 ¿Fiesta!</p>	<p>can add depth to their work using sequencers seen in module 1 and time phrases. They can identify the difference between formal and informal registers.</p> <p>Grammar taught: Y8M3a: Preferences using infinitive phrases Y8M3b: Immediate future tense Y8M3c: Preterite tense Y8M3d: Present tense Y8M3e: Formal and informal registers</p>	<p>They build on their knowledge of the future tense from Y7 and this time use it to talk about planning a party.</p> <p>This links to them using modal verbs in the same way that they use infinitive verb phrases.</p> <p>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)</p>	<p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>la semana pasada? <i>(What did you eat/drink last week?)</i> ¿Qué cenas normalmente? <i>(What do you normally have for dinner?)</i></p>	<p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>tra fro to Er th tra ta (o fa as po Th m as as lis re</p>
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<p>Module 4 ¿Qué hacemos?</p> <p>Unit 1 ¿Te gustaría ir al cine?</p> <p>Unit 2 Lo siento, no puedo</p> <p>Unit 3 ¿Cómo te preparas?</p> <p>Unit 4 ¿Qué vas a llevar?</p> <p>Unit 5 ¡Hoy partido!</p>	<p>Students can arrange to go out in places in town with others and also make excuses using modal verbs as to why not to go out. Students can talk about where they will meet someone referring to prepositions. They can discuss what they do in preparation to go out using reflexive verbs and sequencers. Students can talk about clothes they are going to wear for an event as well as express preferences around clothes that they like/don't like wearing. They can talk about sporting events using three tenses. Students can state preferences using demonstrative adjectives.</p> <p>Grammar taught: Y8M4a: Modal verbs Y8M4b: Conditional tense Y8M4c: Reflexive present tense verbs Y8M4d: Prepositions Y8M4e: Immediate future tense Y8M4f: Demonstrative adjectives</p>	<p>Students continue to build on using 3 tenses in the full paradigm to expand their descriptions, they use time phrases and sequencers to add both depth and clarity to their work. They can refer to others when they talk about their plans.</p> <p>This links to being able to use three tenses in Y9 and KS4</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives,</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Te gustaría salir? (Would you like to go out?) ¿Dónde quedamos? (Where shall we meet?) ¿Cómo te preparas? (How do you prepare yourself?) ¿A qué hora? (At what time?) ¿Qué vas a llevar? (What are you going to wear?)</p>	<p>Homework that supports revision skills:</p> <p>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.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>Ar of pr ta in M in re nu ar ve St cc fe ta tra fro to En th tra ta (o fa as po Th m as as lis re</p>
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		connectives, time phrases, intensifiers, opinions, negatives and sequencers)				
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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
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<p>Module 1 Somos así</p> <p>Unit 1 Cosas que me molan</p> <p>Unit 2 Mi semana</p> <p>Unit 3 Cartelera de cine</p> <p>Unit 4 Un cumpleaños muy especial</p> <p>Unit 5 Los famosos</p>	<p>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.</p> <p>Grammar taught: Y9M1a: Present tense Y9M1b: Preterite tense</p>	<p>All students complete a Y8 core knowledge check to address gaps before commencing Y9.</p> <p>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.</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives,</p>	<p>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.</p> <p>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/l/v</p> <p>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</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Qué cosas te gustan/no te gustan? <i>(What do you like/ not like?)</i></p> <p>¿Cómo organizas tu semana? <i>(How do you organize your week?)</i></p> <p>¿Que películas vas a ver? <i>(What films are you going to watch?)</i></p> <p>¿Cómo te fue tu cumpleaños?</p> <p>¿Qué hiciste? <i>(How was your birthday? What did you do?)</i></p> <p>¿Qué haces normalmente? <i>(What do you do normally?)</i></p>	<p>Homework supports skills:</p> <p>Weekly vocabulary test from modular and reading listening, vocabulary grammar online on Active Learning consolidating work.</p> <p>Students a reading task per module support disciplinary and optional research enrichment to support personal development</p>
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	<p>Y9M1c: Immediate future tense</p> <p>Y9M1d: Direct object pronouns</p> <p>Y9M1e: Adjectives/adjectival agreement</p>	<p>connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>			
<p>Module 2 ¡Desconéctate!</p> <p>Unit 1: ¿Cómo prefieres pasar las vacaciones?</p> <p>Unit 2: ¿Adónde fuiste?</p> <p>Unit 3: Destino Barcelona</p> <p>Unit 4: Quisiera reservar</p> <p>Unit 5: Mis vacaciones desasterosas</p>	<p>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 tenses. Students can identify positive and negative opinions and refer to disaster holidays. They can talk</p>	<p>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.</p> <p>This links to using the imperfect to say what you used to do/describe events in the past.</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task “Reasons to visit Spain” Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Qué haces en el verano normalmente? <i>(What do you normally do in summer?)</i></p> <p>¿Adónde de vas de vacaciones? <i>(Where do you go on holiday?)</i></p> <p>¿Adónde fuiste de vacaciones? <i>(Where did you go on holiday?)</i></p> <p>¿Que hiciste? <i>(What did you do?)</i></p> <p>¿Qué vas a hacer el año que viene? <i>(What are you going to do next year?)</i></p>	<p>Homework supports skills:</p> <p>Weekly vocabulary test from modular and reading listening, vocabulary grammar online on Active Learning consolidating work.</p> <p>Students do a reading task per module to support discipline and optional research enrichment to support personal development</p>

	<p>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.</p> <p><u>Grammar taught:</u> Y9M1a: Present tense Y9M1b: Preterite tense Y9M1c: Imperfect tense Y9M1d: Immediate future tense</p>	<p>It also links to giving more detailed opinions.</p> <p>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)</p>			
<p><u>Module 3</u> Mi vida en el insti</p> <p>Punto de partido: Subjects/teachers/uniform</p> <p>Unit 1 Mi nuevo insti</p> <p>Unit 2 ¡Está prohibido!</p> <p>Unit 3 ¡Destino Zaragoza!</p>	<p>Students can give opinions about school subjects and talk about the subjects they study as well as their teachers. They can compare subjects and teachers. Students can describe what their school is like using intensifiers and</p>	<p>Students build on giving opinions and reasons, as well as narrating events. Students refer to negatives/negative structures. They build on their conjugation skills across 3 tenses</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy</p>	<p>¿Qué asignaturas te gustan/no te gustan? <i>(What subjects do you like?)</i> ¿Cómo es tu profe de...? <i>(What is your...teacher like?)</i></p>	<p>Homework supports skills:</p> <p>Weekly vocabulary test from modular and reading and listening, vocabulary</p>

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 on 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.

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)

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.

¿Qué 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?)

grammar online on Active Le consolidat work.

Students a reading task per support disciplina and optio research enrichme to support personal developm

	<p>Y9M3b: Comparative/superlative Y9M3c: Imperfect tense Y9M3d: Preterite tense Y9M3e: Immediate future tense Y9M3f: Modal verbs Y9M3g: Indirect object pronouns</p>				
<p>Module 4 La gente</p> <p>Punto de partido: socialising and family/descriptions of people</p> <p>Unit 1 : Mis aplicaciones favoritas</p> <p>Unit 2: ¿Qué estás haciendo ?</p> <p>Unit 3: Leer es un placer</p> <p>Unit 4 Retratos y relaciones</p>	<p>Students can talk about socializing with family and friends, using present tenses verbs that they have seen before. They can describe themselves and others using the present tense of ‘tener’ and ‘ser’ adding correctly agreed adjectives and intensifiers. Students can talk about different social networks and what they use them for, as well as give their opinions. They can use ‘para’ with infinitives and refer to what other people think of social media. Students can make arrangements/plans to go out using the present continuous tense and refer to what other</p>	<p>Students build on their knowledge of the present tense to use in other contexts, they give descriptions and opinions on a wider variety of subjects. They refer back again to infinitive structures to talk about preferences. Students are able to use vocabulary from other contexts to refer to making plans i.e. times and places in towns.</p> <p>This links to talking in more depth about what they do in their free time and their opinions. Students</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/ spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>¿Cómo es? (What is he/she like?) ¿Te llevas bien con tu familia? (Do you get on well with your family?) ¿Qué estás haciendo? (What are you doing?) ¿Qué te gusta leer? (Do you like reading?) ¿Quieres salir conmigo? (Do you want to go out with me?)</p>	<p>Homework supports skills:</p> <p>Weekly vocabulary test from modular and reading listening, vocabulary grammar online on Active Learning consolidation work.</p> <p>Students complete a reading task per module to support discipline and optional research enrichment to support</p>

	<p>people are doing. They can talk about their reading preferences using a range of connectives. Students are able to talk about relationships, referring back to using 'ser' and 'estar' in the present tense and using some reflexive verbs to talk about how they get on with people.</p>	<p>can refer again to the imperfect tense and apply their conjugation skills to refer to not only themselves but to others.</p> <p>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)</p>			<p>personal development</p>
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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/British values/Personal development Key questions for students in MFL
<p><u>Module 1</u> Intereses e influencias</p>	<p>Students can talk more about their free time and refer to what they usually</p>	<p>All students complete a Y9 core knowledge check to address</p>	<p>Phonics Introduction of key</p>	<p>¿Qué actividades haces en tu</p>	<p>Homework that supports revision skills:</p>	<p>An element of retrieval practice takes</p>	<p>Students discuss questions in</p>

<p>Punto de partido: free time activities/TV programs/films/adjectives of nationality</p> <p>Unit 1: ¿Qué sueles hacer?</p> <p>Unit 2: ¡Fanático de deporte!</p> <p>Unit 3: Temas del momento</p> <p>Unit 4: En directo</p> <p>Unit 5: Modelos a seguir</p> <p>Unit 6: Role play, photo card and conversation questions</p> <p>Unit 7: Writing practice. 40/90/ translations</p>	<p>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 say 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.</p>	<p>gaps before commencing Y10.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task</p>	<p>tiempo libre? <i>(What activities do you do in your free time?)</i></p> <p>¿Qué deportes haces? <i>(What sports do you do)</i></p> <p>¿Qué deportes hacías? <i>(What sports did you used to do)</i></p> <p>¿Qué has visto recientemente? <i>(What have you seen recently?)</i></p> <p>¿Quién admiras? <i>(Who do you admire?)</i></p>	<p>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.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from the TL to English, English to the TL (outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module assessments assesses listening, reading and speaking/writing skills.</p>	<p>English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>Do you know any Spanish sports stars? What do you like about them?</i></p> <p><i>Who are your role models and why?</i></p> <p><i>Do you know any Spanish film stars or singers?</i></p>
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		<p>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)</p>	<p><i>“Entertainment in Spanish culture”</i> Students will be tested weekly on vocabulary/ spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>				
<p>Module 2 Ciudades</p> <p>Punto de partido: places in town/directions/shops/souvenirs</p> <p>Unit 1: ¿Cómo es tu zona?</p> <p>Unit 2: ¿Qué haremos?</p> <p>Unit 3: De compras</p>	<p>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 using ‘se puede(n) + infinitive’ as well as give their opinions. Students</p>	<p>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. They also refer back to the perfect tense to say what they have done</p>	<p>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</p>	<p>¿Qué se puede(n) hacer en tu región? <i>(What can you do in your región?)</i> ¿Qué harás mañana? <i>(What will you do tomorrow?)</i> ¿Te gusta ir de compras?</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from</p>	<p>Students discuss questions in English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>Have you visited any Spanish</i></p>

<p>Unit 4: Los pros y los contras de la ciudad</p> <p>Unit 5 ¡Destino Arequipa!</p> <p>Unit 6: Role play, photo card and conversation questions</p> <p>Unit 7: Writing practice. 40/90/ translations</p>	<p>can plan what they will do on a visit using the future tense and ask/respond to questions around those plans. Students use exclamations to give opinions i.e. How boring! They can understand and take part in dialogues for buying clothes and souvenirs, using demonstrative adjectives to express their preferences. Students can talk about the problems in their region and use the conditional tense to say what they would do about them. They add tan/tanto to add depth to opinions. Students can talk about a visit in the past referring back to the preterite/perfect/imperfect tenses. They use different tenses they have seen together to extend written and spoken responses.</p>	<p>on a visit to another region. Students use infinitive structures that they have already seen i.e. suelo hacer to talk about towns/regions and what they do there. Students continue to build their conjugation skills and refer to accurate adjectival agreement.</p> <p>This links to being able to sequence events/narrate events and also to refer to preferences in other contexts.</p> <p>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)</p>	<p>where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task “The most beautiful cities in Spain” Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired</p>	<p>(Do you like shopping?) ¿Qué es lo mejor de tu ciudad? (What is the best thing about your city?) ¿Qué cambiarías? (What would you change?)</p>	<p>consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>the TL to English, English to the TL (outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module assessments assesses listening, reading and speaking/writing skills.</p>	<p>speaking countries? What were the differences between them and the UK? What would you change about where you live and why? What was your area like in the past? And now? What has changed and why?</p>
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			discussion tasks in class to allow students to develop their oracy.				
<p>Module 3 De costumbre</p> <p>Punto de partido: mealtimes/daily routine/illness/injuries</p> <p>Unit 1: Sabores del mundo</p> <p>Unit 2: De fiesta!</p> <p>Unit 3: Un día especial</p> <p>Unit 4: A comer!</p> <p>Unit 5: El festival de música</p> <p>Unit 6: Role play, photo card and conversation questions</p>	<p>Students can talk about meal times and how they differ in different Spanish speaking countries. They talk about their daily routine using present tense reflexive verbs. Students are able to talk about illnesses/injuries and take part in dialogues in pharmacies to ask for help. Students talk about typical foods in the UK and Spanish speaking countries and give their opinions using 'me gusta/me gustaría'. They can refer to expressions of quantity both to add detail and to express what they want exactly in a shopping scenario. Students can talk about different festivals in Spanish speaking countries, comparing and contrasting them. They can talk about a special day using reflexive verbs/verbs</p>	<p>They build on their knowledge of food and drinks, as well as expressing their preferences and opinions around food and drink. They continue to develop their conjugation skills in order to work with preterite tense reflexive verbs. They refer back to the conditional tense to talk about foods they would like to try, also refer back to the comparative to compare food/festivals from other countries. They refer back to the perfect and imperfect tenses to talk about things they have done/used to do in relation to special days/celebrations. Students continue to use infinitive structures</p>	<p>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.</p> <p>Key sounds:</p>	<p>¿Qué comen los españoles? <i>(What do Spanish people eat?)</i></p> <p>¿Cómo celebraste tu último cumpleaños? <i>(How did you celebrate your last birthday?)</i></p> <p>¿Te gustaría ir a un festival en España? <i>(Would you like to go to a festival in Spain?)</i></p> <p>¿Cómo vas a celebrar la Navidad? <i>(How are you going to</i></p>	<p>Homework that supports revision skills:</p> <p>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.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from the TL to English, English to the TL (outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module</p>	<p>Students discuss questions in English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>Have you seen any Spanish festivals in action in person or on TV?</i></p> <p><i>How does Christmas in the UK differ to that in Spain?</i></p> <p><i>Have you been to any music festivals? Would you like to?</i></p> <p><i>How do mealtimes in</i></p>

<p>Unit 7: Writing practice. 40/90/ translations</p>	<p>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'.</p>	<p>to add variety to their work.</p> <p>This links to using the conditional tense to talk about hopes/future plans well as extending responses beyond the minimum</p> <p>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)</p>	<p>a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/l/v</p> <p>Literacy Students will complete a reading high 5 task "La quinceañera" PC: Age Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>celebrate Christmas?) ¿Cómo es tu rutina diaria? (What is your daily routine?)</p>	<p>tasks to support personal development.</p>	<p>assessments assesses listening, reading and speaking/ writing skills.</p>	<p>Spain differ to those in the UK?</p>
<p>Module 4 ¡A currar!</p>	<p>Students can talk about different Jobs and discuss their job preferences. They</p>	<p>Students build on giving preferences and expressing</p>	<p>Phonics Re-introduction of key</p>	<p>¿En qué te gustaría trabajar?</p>	<p>Homework that supports revision skills:</p>	<p>An element of retrieval practice takes</p>	<p>Students discuss questions in</p>

<p>Punto de partido: different jobs/job preferences</p> <p>Unit 1: Que haces para ganar dinero?</p> <p>Unit 2: Mis prácticas laborales</p> <p>Unit 3: Por que aprender idiomas?</p> <p>Unit 4: Solicitando un trabajo</p> <p>Unit 5: Un año sabático</p> <p>Unit 6: El futuro</p> <p>Unit 7: Role play, photo card and conversation questions</p> <p>Unit 8: Writing practice. 40/90/150 translations</p>	<p>can talk about how they earn money in the present tense and refer to how often they do things. Students again use verbs followed by the infinitive to add depth and interest to their speech. They can talk about their work experience using the preterite tense and the imperfect tense to say what they did, giving opinions and description. Students refer to the benefits of speaking languages and use 'lo + adjective'. Students know how to use the 24-hour clock. For real life job scenarios, they practice applying for jobs and writing formal letters using usted. Students revisit the preterite tense and also use the future tenses and 'si' clauses to express their plans for the future in terms of work/aspirations.</p>	<p>likes/dislikes. They use the conditional, imperfect, perfect, present, preterite and future tenses to talk about jobs and future plans having seen those tenses before. They refer back to adjectival agreement and those adjectives to give reasons. Students build on giving description/narration and referring to others.</p> <p>This links to giving fuller descriptions of other things in other contexts. It also links to using the conditional tense with infinitive verbs and giving extended reasons.</p> <p>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)</p>	<p>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.</p> <p>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/l/v</p> <p>Literacy Students will complete a reading high 5 task</p>	<p><i>(What job would you like to do?)</i> ¿Qué haces para ganar dinero? <i>(What do you do to earn money?)</i> ¿Dónde hiciste tus prácticas laborales? <i>(Where did you do your work experience?)</i> ¿Qué planes tienes para el futuro? <i>(What plans do you have for the future?)</i> ¿Cómo pasarías un año sabático? <i>(How would you spend a gap year?)</i></p>	<p>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.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from the TL to English, English to the TL (outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module assessments assesses listening, reading and speaking/writing skills.</p>	<p>English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>Is unemployment an issue in your area? What are the causes? Will you go to university? Why? Why not? What do you think stops people from going to university? What are your future plans?</i></p>
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			<p>Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>				
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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
<p>Module 1 Hacia un mejor mundo</p> <p>Unit 1: Piensa globalmente!</p>	<p>Students can describe different types of houses. They can talk about the environment considering global and</p>	<p>All students complete a Y10 core knowledge check to address gaps before commencing Y11.</p>	<p>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.</p> <p>Literacy Students will complete a reading high 5 task</p>	<p><i>¿Cómo es tu casa? (Where is your house?)</i> <i>¿Cómo se debería cuidar el medio ambiente en casa? (How should you care for the environment at home?)</i></p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading,</p>	<p>An element of retrieval practice takes place in every lesson including revision number</p>

<p>Unit 2: Actúa localmente!</p> <p>Unit 3: Vivir a tope!</p> <p>Unit 4: El deporte nos une!</p> <p>Unit 5: Role play, photo card and conversation questions</p> <p>Unit 6: Writing practice. 40/90/150 translations</p>	<p>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 at the subjunctive present tense.</p>	<p>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 comparisons. Students are using T.O.</p>	<p>Students will be tested weekly on vocabulary/spelling</p> <p>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/l/v</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>Cual es el problema mas serio hoy en dia? <i>(What is the most serious problem nowadays?)</i></p> <p>Qué opinas de beber alcohol? <i>(What do you think about drinking alcohol?)</i></p> <p>¿Cuáles son las ventajas y desventajas de eventos internacionales? <i>(What are the advantages and disadvantages of international events?)</i></p>	<p>listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>and key verbs.</p> <p>Students complete feedback tasks; translation from the to English. English TL (out in faculty assess policy)</p> <p>End of module assess The end module assess listening reading speaking writing</p>
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		A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)				
Revision	Students will revise and revisit vocabulary and content: Theme 1 Identity & culture Theme 2 Local, national, international and global areas of interest Theme 3 Current and future study and employment	Students will revisit content from the previous year then this year building on their knowledge of at least 3 tenses and using them in different contexts using their knowledge of vocabulary. This links to students accessing listening and reading	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: <i>a/e/i/o/u/ca/ce/ci/co/cu/ch/qu/qui/ga/ge/gi/go/gu/gue/gui/j/h/ñ/z/l/v</i> Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling Vocabulary lists give examples of vocabulary used in context to prior and current learning. Knowledge of key exam rubrics in the TL Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	Speaking conversation question themes to be chosen and prepared. Students are given the opportunity to practice and fine tune their responses. Students focus their speaking skills on practice of role play and photo card tasks.	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. Past paper questions from Exampro	An element of retrieval practice takes place in every lesson including revision numbers and key verbs. Students complete year assessment covering module studies well as available past papers

	<p>focusing on exam skills: listening, speaking, reading and writing.</p> <p>Students will revisit the following key grammar points: Present tense (regular & irregular verbs) Asking questions Near future tense Perfect tense with 'tener' and 'ser' Imperfect tense Simple future tense Conditional tense Modal verbs Negatives Adjectives & possessive adjectives Comparative & superlative</p>	<p>papers (H/F), speaking exams including role play, photo card and conversation questions as well as writing exams: F = 4 sentences/40 word/90 word and translation H = 90 word/150 word and translation</p> <p>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)</p>				
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	Adverbs Verbs with the infinitive Pluperfect tense Object pronouns Relative pronouns Demonstrative adjectives & pronouns Gerund Present continuous tense					
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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.