

Intent:

In Year 7, 8 and 9, all students study Spanish and follow the National Curriculum. The Key Stage 3 Curriculum focuses 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 enables pupils to understand and communicate personal and factual information, and to develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. In Year 7, students do so primarily in relation to their immediate needs and interests, whilst in Year 8 and 9, students begin to do so in relation to those of others. In so doing, students start to gain some insight into the lives of those who live in Spanish-speaking countries.

Building on their foundation of core grammar and vocabulary developed at Key Stage 3, Key Stage 4 students are expected to understand and respond to spoken and written language, and to communicate in speech and writing across a variety of contexts which sit beyond their immediate needs and interests. As a result, students not only learn how to talk about themselves but also gain greater insight into the lives of those who live in Spanish-speaking countries.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p>Productive skills: Students learn the vocabulary and present tense verbs/structures in order to be able to describe themselves, their family members and give opinions.</p> <p>Receptive skills: Students learn how to answer the 'who said what' reading and listening question within this context. They also start phonics and complete a marked piece of dictation work. Read aloud tasks are also introduced.</p>	<p>Productive skills: Students learn the vocabulary and present tense verbs/structures in order to be able to describe their area, home and bedroom.</p> <p>Receptive skills: Students learn how to answer the 'multiple-choice' reading and listening question within this context. They continue with phonetical studies and dictation work.</p>	<p>Productive skills: Students build on the grammatical and lexical foundation they have acquired in the Autumn term to learn how to form the present and preterite (past) tenses in Spanish, so that they are able to write and talk about how they spend their free time, depending on the weather, and what they did last weekend.</p> <p>Receptive skills: Students learn how to answer the 'A, B, A+B' reading and listening questions within this context. Phonics and dictation work is continued.</p>	<p>Productive skills: Students revisit the present tense as they learn about the Spanish capital, Madrid, and what they can do there. They learn how to give directions and how to write and talk about some typical Spanish foods that they would like to try using a number of high-level structures from the future / conditional time frame.</p> <p>Receptive skills: students learn how to give brief answers in English within this context. Phonics and dictation work is continued.</p>	<p>Productive skills: Students revisit the present tense and key structures from this time frame once again within the context of school. Towards the end of this half term, students learn how to form the immediate future tense so that they can write and talk about their educational plans and career aspirations.</p> <p>Receptive skills: students learn how to answer the 'positive/negative/positive + negative' reading and listening question within this context. Phonics and dictation work is continued.</p>	<p>Productive skills: Students revisit all previously-seen topics and tenses, revising the formation of the present, preterite and immediate future tenses. Students complete a Film project on 'Encanto'- which allows them to explore Colombian culture and revise the present, preterite (past) and future.</p> <p>Receptive skills: students revisit all previously-seen reading and listening questions, as well as cementing their phonic and dictation skills.</p>

<p>8</p>	<p>Productive skills: Students build on their knowledge and skills from Year 7 so that they are able to describe themselves and their family members using more complex language and structures. They learn how to describe their relationships with their family members using reflexive verbs in the present tense. Receptive skills: students learn how to answer more challenging 'who said what' reading and listening questions within this context. They also continue with phonics, completing a marked piece of dictation work. Read aloud tasks are also introduced.</p>	<p>Productive skills: Students revisit the present tense and key structures from this time frame so that they are able to describe more confidently and give their opinion on different aspects of school. Towards the end of this half term, students revisit how to form the immediate future tense so that they can write and talk about their future career aspirations in greater detail. Receptive skills: students learn how to answer the 'Select from two lists' style reading and listening question within this context. They continue with phonetical studies and dictation work.</p>	<p>Productive skills: Students revisit the present tense and key structures from this time frame so that they are able to write and talk about what they usually do during their holidays. They then revisit how to form the preterite (past) tense so that they can write and talk about what they did during a past holiday. Receptive skills: students learn how to give brief answers in English within this context. They continue with phonetical studies and dictation work.</p>	<p>Productive skills: Students build on their cultural knowledge of the Spanish capital as they learn about a number of Spanish customs and festivals. Students revisit the future, preterite (past) tense and conditional time frames to talk about a festival they attended in the past and would like to attend in the future Receptive skills: students learn how to answer the 'positive/negative/ Positive and negative' reading and listening question within this context. They continue with phonetical studies and dictation work.</p>	<p>Productive skills: Students revisit both the present and preterite (past) tense within the context of technology and free time. They learn how to write and talk confidently about their use of technology, what they watch on television and their food preferences. Receptive skills: students consolidate their knowledge and understanding by learning how to answer the 'Questionnaire' reading and listening question within this context. They continue with phonetical studies and dictation work.</p>	<p>Productive skills: Students revisit the present tense and key structures from this time frame within the context of healthy/unhealthy lifestyles. They learn how to write and talk confidently about the importance of healthy habits. Students complete a Film project on 'Coco'- which allows them to explore Mexican culture and revise the present, preterite (past) and future tenses. Receptive skills: students revisit a number of previously-seen reading and listening questions. as well as cementing their phonic and dictation skills.</p>
<p>9</p>	<p>Productive skills: Students learn how to talk about themselves and their family members and, in so doing, revisit the key verbs of 'ser' (to be) and 'tener' (to have). Student revisit the present tense more generally when describing how they spend time with their family members and learn how to conjugate reflexive verbs in the present tense so that they can talk about their family relationships. Students then revisit the immediate future tense and conditional so that they can talk about their future family plans. Students also review the past tense to complete</p>	<p>Productive skills: Students build on the lexical knowledge that they acquired in Year 7 within the context of free time by learning to write and talk about this topic in the present, future and preterite tenses. They learn a number of key high-level structures from these time frames to add complexity and detail to their work. Students learn how to read aloud texts and answer follow up questions. Receptive skills: students learn how to answer more challenging 'who</p>	<p>Productive skills: Students build on the lexical knowledge that they acquired in Year 7 and 8 within the context of Education by learning to write and talk about this topic in the present and conditional tenses. They will learn a number of key high-level structures from these time frames to add complexity and detail to their work (subjunctive). Students continue to complete read aloud texts and answer follow up questions. Receptive skills: students learn how to answer 'A/B/A+B' reading and</p>	<p>Productive skills: Students revisit the main future tenses within the context of Work and educational plans and future careers. They build on their knowledge of the tenses they have acquired so far to form 'if' clauses and more complex sentences. Students continue to complete read aloud texts and answer follow up questions. Receptive skills: students learn how to answer the 'fill in the missing word' reading and listening question within this context. They continue</p>	<p>Productive skills: Students study the topics of Media and Technology and home and local area. Within these contexts, they revisit the present and imperfect tense. Revisiting these simple tenses allows them to learn simultaneously a number of grammar points which will improve the accuracy of their written and spoken work. Students also learn to form the perfect tense in the context of technology. Students continue to complete read aloud texts and answer follow up questions.</p>	<p>Productive skills: Students revisit all of the topics and tenses that they have studied this year. Students learn how to talk about Hispanic celebrities and by doing so, revisit the key verbs of "ser" and "tener" and all regular verbs in all tenses. Students continue to complete read aloud texts and answer follow up questions. Receptive skills: They continue with phonetical studies and dictation work.</p>

	<p>a writing task. Students continue to complete read aloud texts and answer follow up questions.</p> <p>Receptive skills: students learn how to answer the 'multiple-choice' reading and listening question within this context. Students continue to develop their phonics skills and complete dictations.</p>	<p>said what' reading and listening questions within this context. They continue with phonetical studies and dictation work.</p>	<p>listening questions within this context. They continue with phonetical studies and dictation work.</p>	<p>with phonetical studies and dictation work.</p>	<p>Receptive skills: students learn how to give brief answers in English within this context. They continue with phonetical studies and dictation work.</p>	
10	<p>Productive skills: Students build on their prior knowledge and learn how to write and talk about their holidays using the present, preterite and conditional tense with 'si' clauses at a higher level. They continue with phonetical studies and dictation work. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.</p> <p>Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.</p>	<p>Productive skills: Students build on their prior knowledge and learn how to write and talk about a number of Spanish customs and festivals using all three time frames. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.</p> <p>Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.</p>	<p>Productive skills: Students study the topic of healthy living and Spanish lifestyle and discuss different types of diets. They learn how to talk and write about their health using both the present and imperfect tenses. They also learn how to form the present subjunctive in the context of the importance of a healthy lifestyle. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.</p> <p>Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.</p>	<p>Productive skills: Students revisit the topics of free time and home and local area which they covered in Year 9. They consolidate their application of grammar and learn how to combine tenses within this context. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.</p> <p>Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.</p>	<p>Productive skills: Students revisit both the present and future tenses with the aim of forming 'if' clauses within the context of the environment. They also learn how to use impersonal structures to express solutions to such global problems. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.</p> <p>Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.</p>	<p>Productive skills: Students revisit all of the topics and tenses that they have studied this year. The focus for their productive skills lessons is on developing and consolidating speaking skills. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills.</p> <p>Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.</p>

<p>11 Higher GCSE</p>	<p>Productive skills: students begin Year 11, broadly speaking, by studying the GCSE topics that they have not seen in Year 10, namely, technology, school and future careers, and the most challenging GCSE topics, namely, social issues, global issues and customs and festivals. They revisit the fundamentals of Spanish grammar and three key tenses (the present, the imperfect and the preterite) within these contexts. Once students have consolidated their knowledge of the two main past tenses, they revisit how to form the perfect tense and its more nuanced uses. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: at the start of Autumn 2, students build on their knowledge of forming the perfect tense when they learn how to form the pluperfect tense. Students study the remaining topics they have not seen in Year 10, namely, school and careers. Within this context, they revisit the present tense and use their understanding of this tense to deepen their understanding of the subjunctive mood. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: Students revisit a number of GCSE topics that they studied in Year 10, namely, travel and tourism, free time, and home and local area. Within these contexts, students consolidate their understanding of all main tenses (immediate future, future, conditional, present, preterite and imperfect) and other key grammatical structures. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: Students begin an intensive revision programme, which aims to consolidate their knowledge of grammar and vocabulary across the GCSE specification. During this half term, students spend their productive skills lesson practising their speaking skills in preparation for their speaking examination. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: once students have completed their speaking examination, they continue the intensive revision programme but focus primarily on consolidating their writing skills. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p><i>All students taking this course sit their GCSE in June of Year 11.</i></p>
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Enrichment Opportunities:

Attending the Spanish Spelling Bee and Translation Bee clubs helps pupils develop their knowledge of the Spanish alphabet, phonics, and vocabulary while boosting their confidence in spelling and translation skills. Pupils have the exciting opportunity to enter competitions where they can put their language abilities to the test, improving their pronunciation, accuracy, and fluency in Spanish. These clubs provide a fun and supportive environment to enhance language learning and prepare for competitive challenges.

Online Learning: Pupils in Years 10 and 11 are given access to a range of online platforms, such as Kerboodle and Quizlet, which provide them with extensive reading, listening and vocabulary learning opportunities in Spanish. This allows pupils to access extensive vocabulary and other tenses beyond what is needed for their GCSE exams.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.