



Spanish 23-24

I N D E P E N D E N C E	KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY	CONTENT / TOPICS / CONCEPTS	<p>Year 7 Explicit phonics instruction throughout all topics,</p> <p>Me presento (booklet)—Spanish geography and cultural knowledge; greetings, asking for name and how you are, <i>me llamo</i> , alphabet, numbers, giving age and birthday, describing pets, <i>tenemos</i>, masc, fem, sg, pl nouns (animals), adjectival agreement with colours, giving opinions,.</p> <p>Mi burbuja- describing hair and eyes (<i>tengo</i>); physical descriptions and personality (soy); adjectival agreement,</p> <p>Mi insti—school subjects; timetable; telling the time; school routine ; school facilities.</p>	<p>Year 8 Explicit phonics instruction throughout all topics.</p> <p>Mis pasatiempos—hobbies/sports with opinions and infinitives; regular present tense; using <i>gustar</i> and <i>porque</i>; weather: <i>si/cuando hace sol</i>.</p> <p>Mi casa - area where you live(<i>es/está</i>); places; types of houses; <i>vivir</i> present tense; rooms in house, bedroom description; describing dream home; basic conditional expressions,</p> <p>En mi ciudad—places in town; where you go in town; giving and understanding directions; weekend plans; comparing rural and urban environments (now and before).</p> <p>Aquí mando yo— uses of the mobile; talking about TV programmes, films and cinema, opinions on music tastes and reading; High level structures.</p>	<p>Year 9 Explicit phonics instruction throughout all topics.</p> <p>Dieta y Salud- talking about food and drink; giving opinions on food; ordering food; discussing healthy and unhealthy diets; parts of the body that hurt; discussing treatments;</p> <p>Por fin de vacaciones - transport; countries; accommodation; holiday activities in the past; vocabulary on clothes ; future holiday plans with immediate future.</p> <p>Mi rutina—to talk about daily routine; to discuss daily routines using high level structures.</p> <p>Customs and festivals— using preterite and imperfect tenses together through understanding of Spanish life and routines, local customs, discussing having gone to a Spanish festival, learning about Latin American culture .</p>	<p>Year 10 Me, my family and friends—<i>tener/ser</i>, agreement, position of adjectives, reflexive verbs, <i>ser/estar</i>, que to extend, immediate future, possessive adjectives, direct/indirect object pronouns, irregular adjectives/ nationality</p> <p>Technology in everyday life—<i>más/menos que</i>, perfect tense, prepositions, <i>por/para</i>, <i>estar</i> present continuous, <i>cuyo</i></p> <p>Free-time activities—<i>gustar/encantar</i>, present tense, two verbs together, radical changing verbs, regular adverbs, immediate future, <i>hacer/jugar</i>, simple future, irregular future</p> <p>Customs and festivals - regular preterite, preterite of <i>ir</i>, <i>ser</i>, <i>tener</i>, <i>hacer</i>, regular imperfect, irregular imperfect, using preterite and imperfect together</p> <p>Home, town, neighbourhood and region—<i>hay</i>, <i>ser</i>, <i>estar</i>, prepositions, complex questions, <i>pueda/se puede</i>, demonstrative adjectives and pronouns, possessive pronouns</p> <p>Social issues—verbs followed by infinitive, <i>me gustaría/quisiera</i>, conditional, expressions with <i>tener</i>, negative words, present subjunctive</p>	<p>Year 11 Home, town, neighbourhood and region—<i>hay</i>, <i>ser</i>, <i>estar</i>, prepositions, complex questions, <i>pueda/se puede</i>, demonstrative adjectives and pronouns, possessive pronouns</p> <p>Social issues—verbs followed by infinitive, <i>me gustaría/quisiera</i>, conditional, expressions with <i>tener</i>, negative words, present subjunctive</p> <p>My studies; Life at school and college—comparatives and superlatives, imperative, personal <i>a</i>, <i>mucho poco bastante demasiado</i>, <i>se debe hay que tener que</i>, <i>debería ser debería haber</i></p> <p>Education post-16; Jobs, career choices and ambitions - <i>si</i> clauses, <i>lo que</i> + adjective, present subjunctive after time expressions, <i>quisiera</i>, using a variety of tenses, using the present subjunctive in hypothetical situations</p> <p>Prepositions, demonstrative pronouns, gerund, reflexive expressions, modal verbs, specific, prefixes, exclamation, intonation, spontaneous, anglicised.</p>
		VOCABULARY	<p>Noun, adjective, verb, singular, plural, masculine, feminine, gender, number, agreement, adverb, subject, present tense, infinitive, verb endings, conjugate, accent, conjunction, pronoun, word order, reflexive (verbs), grammar, possessive, regular, irregular, definite</p>	<p>Gender, number, agreement, adverb, subject, present tense, infinitive, endings, conjugate, accent, conjunction, pronoun, word order, grammar, possessive, regular, irregular, definite and indefinite (article), cognate, preposition (of place), conditional, future, imperative, comparative, imperfect,</p>	<p>Noun, adjective, singular/plural, agreement, conjugate, infinitive, colloquial language, conjunction, preposition, pronoun, radical changing, cognate, preterite/imperfect, regular, irregular, sequencers, adverbs, near future, simple future, negative expressions, anglicisms, accent, infer, comparison, permanent, temporary, reflexive verbs, direct object, conditional, impersonal</p>		
		SKILLS	<p>Finding ways to remember new vocabulary, developing independence as a learner of Spanish, working out unfamiliar language, using a bilingual dictionary, recycling language, trying repair strategies when speaking, finding and using synonyms, understanding cultural differences, including cultural knowledge in your work, translation, listening for unfamiliar language, writing without support, building fluency.</p>		<p>Saying anglicisms in Spanish, translating into Spanish and English, inferring meaning, making regular cultural references, reacting to the unpredictable, understanding different registers, speaking more authentically, using idioms and different structures.</p>		
		ASSESSMENT	<p>3 summative assessments during the academic year - assessing four skills: Listening, Reading, Speaking and Writing.</p> <p>Daily formative low stakes in-class assessment through use of mini-whiteboards, improving metacognition through self and peer quizzing from sentence builders at KS3 and knowledge organisers at KS4.</p> <p>Weekly self-marking Language Nut homework practising all skills.</p>		<p>Year 10—3 formal assessments during the academic year - assessing four skills: Listening, Reading, Speaking and Writing. Informal, in-class assessments after each unit of study.</p> <p>Year 11—November, January prelims (Listening, Reading, Speaking and Writing). Informal, in-class assessments after each unit of study.</p>		
		ATTITUDE	<p>Understanding cultural differences, comparing and contrasting cultures, making predictions, becoming more authentic when writing and speaking, learning about history and geography of the Hispanic world.</p>		<p>RESILIENCE</p> <p>Character, personal Development, wellbeing and CIAG</p> <p>Ensuring that the work is always completed to the best of abilities, being proactive in seeking support, extending knowledge outside of school, volunteering to participate in language competitions/ clubs/ projects. Having the resilience to complete challenging work, knowing that mistakes are part of the process of language learning.</p>		