



Year 7

Explicit phonics instruction throughout all topics,

Identity and relationships with others

-Introducing myself; Describing my personality; Describing my physical appearance; To say what pets I have; To describe my family;

Education

-To say what subjects I study; To describe my timetable; To say what activities I do at my school; To say what facilities there are at my school; To describe my teachers;

Free Time Activities

-To say what free time activities you like to do; To say when you do the activities; To say a wider variety of free time activities;

Phonics, Noun, Masculine/ Feminine, Plural, Singular, Adjective Cognate, Article, Verb Infinitive, Adverb, Conjunction/connective, Regular, Irregular,

Year 8

Explicit phonics instruction throughout all topics.

Where people live

-To say where I live; To describe the location where I live; To say what there is in my town; To say where you would like to go; To describe my home and furniture;

Media and Technology/Food

-To say what I use my mobile for; To talk about TV programs; To provide info about music preferences; To describe different meals of the day; To describe your preferences on food;

Travel and Tourism

-To say where I went on holidays; To describe holiday activities; To describe a past event and what you wore; To say what you do and you did;

Opinion, Justification, Comparative, Superlative Quantifier, Sequencers, Conjunction, Frequency Infinitive, Immediate Future, Negative, Cultural diversity, Imperative, Translate,

Year 9

Explicit phonics instruction throughout all topics.

Healthy living and lifestyle

-To describe my daily routine; To describe how you get ready; To talk about leading a healthy lifestyle; To describe a healthy lifestyle before and now; To say what hurts;

Work/ The Environment

-To talk about your plans for the near future; Say what job you would like to do in the future; To describe tasks you can do in a job; How you can protect the environment; To talk about fair trade; Celebrity Culture/ Customs and Traditions

-To describe the celebrities that I admire; To compare them to other celebrities; To express what other people think about them; To talk about a recent trip to a festival in Spain;

Formal, Informal, Agreement, Conjugate, Tense, Colloquial language, Repetitive, Time frame, Synonym, Conditional, Expand, Develop, range, variety, vocabulary, definite article

Year 10

Identity and relationships with others

-what type of person you are; personality and physical appearance; relationships with friends; describing different types of families;

Healthy living and lifestyle

-talk about type of exercise and diet; what to do to look after the body; Different types of diets; to talk about different types of meals;

Education and Work

-school facilities and rules; Good and bad things about school; to talk about jobs and descriptions;

Free time activities

-To talk about different hobbies; Television and film; Unusual hobbies;

Customs, festivals and celebrations

-to describe religious festivals; Unique family traditions; Latin-American festivals; music and dances;

Celebrity Culture

-to compare icons from the past and present; Celebrity culture; To debate celebrities as role models; to discuss the pros and cons of fame;

Paraphrasing, Target Language. Idioms, Accuracy, Convey (information), Complex structures, Demonstrative adjective, Indefinite article, Reflexive verb, Subject Pronoun, Possessive pronoun

Year 11

Travel and Tourism

-to describe holidays activities; to give opinions on types of holidays; to learn cultural facts about Mexico

Media and Technology

Importance of technology in young people; mobiles and their apps; technology in the future;

The environment and where people live

To describe a local area; to say what tourist can do; helping the environment; global environmental issues;

Revision towards GCSE

Speaking preparation

GCSEs exams

Subjunctive, Gerund, Participle, Prepositions, Prefixes, Reflexive expressions, Interrogatives, Modal verbs, Specific, Spontaneous, Pronunciation Intonation, Exclamation, Adverb, Perfect Tense, Translate,

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.

3 summative assessments during the academic year - assessing four skills: Listening, Reading, Speaking and Writing.
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.
Weekly self-marking Language Nut homework practising all skills.

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.

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.

Year 11—November, February prelims (Listening, Reading, Speaking and Writing). Informal, in-class assessments after each unit of study.

ATTITUDE

Understanding others, behaviour and attitudes, SMSC, PHSE

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.

RESILIENCE

Character, personal Development, wellbeing and CIAG

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.