



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

## SPANISH

## INTENT

"One language sets you in a corridor for life. Two languages open every door along the way." - **Frank Smith**

The Spanish curriculum intends to ignite a love of languages and spark an interest in and deeper understanding of other cultures. Through a focus on communication, the MFL department will foster a passion for exploring a foreign language, its vocabulary, and patterns within it. Our Spanish curriculum will provide insight into Spanish speaking countries and their cultures and thus widen pupils' intellectual horizons.

By concentrating on communication and grammatical application, pupils will become to understand their own language better. In addition to the obvious benefits for the key skills of communication and literacy, MFL learners will work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude; therefore, it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our curriculum plans to equip pupils with the tools to communicate and provides carefully spaced opportunities for pupils to revisit the more difficult aspects of language learning.

The curriculum is designed to allow interleaving of skills and structures throughout the year and key stage to allow for retrieval practice. Interleaving is more effective than blocking modules together as pupils learn best through associative learning – by hooking the old onto the new. As well as regular recall in lessons, each half term the curriculum has been organised to include a retrieval week. This week's lessons are planned to drill important concepts and vocabulary before moving on.

Our Curriculum in MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.



YEAR GROUP	<b>YEAR 7</b>											
RATIONAL / NARRATIVE	In year 7, pupils learn the basics of the Spanish language in the context of their own lives, whilst comparing it to that of young people in Spanish speaking countries. Pupils are introduced to the basic principles of pronunciation, grammar and vocabulary learning whilst describing themselves, their opinions and their life. By the end of the year, pupils should feel confident introducing themselves and expressing opinions on their pastimes and their studies. Pupils should also be able to conjugate verbs in the present tense and write longer texts using justified opinions.											
TERM	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
KNOWLEDGE	Vocabulary to introduce myself including my age, birthday and personality. Learning how to say whether I have brothers/sisters.		Different hobbies and activities including sports. Giving opinions and reasons. Time phrases and connectives.		Learning about Dia de Reyes Describing the weather and different adverbs of frequency. Asking people what they do in their free time and different weathers.		Revision of module 2 for progress tests. School subjects and different times of the day. Giving opinions on subjects and teachers and justifying these.		Vocabulary on school facilities and descriptions of them. Different break activities and using time phrases with them.		Revision of all topics. Completion of reading and listening progress tests.	
SKILLS	Asking questions and introducing myself. Using tener, ser and llamarse to describe myself and others. Being able to use Pearson Active Learn to practice reading and listening skills. Matching Spanish graphemes to phonemes.		Giving opinions with the infinitive and justifying them with reasons. Using negatives. Using the present tense of ar verbs. Matching Spanish graphemes to phonemes.		Revision of the present tense. Extended opinions. Varying time phrases and using different connectives in written work		Giving opinions of singular and plural nouns with reasons. Extending opinions with a range of contrasting adjectives and connectives.		Using the present tense of er and ir verbs. Transcribing spoken Spanish.		Revision of the present tense. Revision of opinions and reasons. Tackling longer texts with some unknown vocabulary and picking out key information.	
ASSESSMENT	<b>Marking Point 1</b> <b>Translation task</b> Describing myself, age and family.		<b>Marking Point 2</b> Writing task 40 words describing free time activities		<b>Marking Point 1</b> Progress Test – Reading and Listening.		<b>Marking Point 2</b> Translation task		<b>Marking Point 1</b> Writing on my school		<b>Marking Point 2</b> Reading and Listening Progress tests covering all topics in year 7.	
HOME LEARNING	Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a> on introductions, numbers, ages and birthdays.		Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>		Progress test revision Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a> subjects, teachers and opinions.		Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>		Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>		Preparation for progress tests. Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>	



## READING, WRITING, TALK, NUMERACY

**Talk:**  
Learning to ask questions and introduce ourselves. Use of role plays to develop speaking confidence.

**Writing:**  
Being able to use tener and ser accurately to describe myself and others.

**Reading:**  
Listening to a spoken text and reading along, in order to develop understanding of new phonics.

**Talk:**  
Learning to identify and use opinions. Asking someone their opinion.

**Writing:**  
Using verbs accurately in the present tense first person

**Reading:**  
Beginning to recognize negatives that change the meaning in a text.

**Talk:**  
Learning to ask questions about leisure activities and giving responses and opinions. Use of sentence stealers to develop longer sentences.

**Writing:**  
Using verbs accurately in the present tense with a range of pronouns. Using a range of connectives and time phrases

**Reading:**  
Recognizing what I know and don't know in a text to deduce meaning. Breaking down information. Using inference skills in longer texts.

**Talk:**  
Using tengo, estudio and opinions to partake in conversations on my school subjects. Being able to refer to my teachers

**Writing:**  
To be able to write extended sentences in Spanish giving justified opinions on school subjects.

**Reading:**  
Identifying and highlighting contrasting opinions in a text and recognizing connectives.

**Talk:**  
Using hay and no hay to partake in conversations on school facilities using trap doors and role plays.

**Writing:**  
To be able to write extended texts to improve upon last term's work on school and extend it with comparisons and details on facilities.

**Reading:**  
Dissecting a longer text that contains lots of unknown vocabulary. Using authentic resources.

**Talk:**  
Learning to ask and answer questions on all topics covered in year 7.

**Writing:**  
To be able to write extended texts on ourselves, our free time and our studies.

**Reading:**  
Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.

## TIER 2 VOCABULARY

**Complete**  
**Copy**  
**Describe**  
**Find**  
**Match**  
**Write**  
**Listen**  
**Read**  
**Speak**

*Completad*  
*Copiad*  
*describid*  
*buscad*  
*emparejad*  
*escribe*  
*escucha*  
*leed*  
*hablad*

**Positive**  
**Negative**  
**Opinion**

*Positivo*  
*Negativo*  
*opinión*

**Apply**  
**Process**  
**Select**

**Similarity**  
**Difference**

*Similaridades*  
*diferencias*

***Repeated Practice of this year's terms***

Apply  
Complete  
Copy  
Describe  
Find  
Identify  
List  
Name  
Select  
Similarity  
Difference

*Completad*  
*Copiad*  
*describid*  
*buscad*  
*emparejad*  
*escribe*  
*escucha*  
*leed*  
*hablad*

***Repeated Practice of this year's terms***

Apply  
Complete  
Copy  
Describe  
Find  
Identify  
List  
Select  
Similarity  
Difference

*Completad*  
*Copiad*  
*describid*  
*buscad*  
*emparejad*  
*escribe*  
*escucha*  
*leed*  
*hablad*  
*Positivo*



<p><b>TIER 3 VOCABULARY</b></p> <p><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>					<p><i>Positivo</i> <i>Negativo</i> <i>opinión</i> <i>Similitudes</i> <i>diferencias</i></p>	<p><i>Negativo</i> <i>opinión</i> <i>Similitudes</i> <i>diferencias</i></p>
	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Pronoun</li> <li>• Adjective</li> <li>• Verb</li> <li>• Noun</li> <li>• Translate</li> <li>• Plural</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugate</li> <li>• Negative</li> <li>• Adjectival agreement</li> <li>• Pronouns</li> <li>• Infinitive</li> <li>• Justified opinion</li> <li>• Time-phrase</li> <li>• Connective</li> </ul>	<ul style="list-style-type: none"> <li>• Variety</li> <li>• Connective</li> <li>• Adverb of frequency</li> <li>• Present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Extended opinion</li> <li>• Justified opinion</li> <li>• Adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense</li> <li>• Translate</li> <li>• Dictation</li> <li>• Extension</li> <li>• Comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Justified</li> <li>• Extended</li> <li>• Explain</li> <li>• Describe</li> <li>• Translate</li> </ul>
	<p>Social / Cultural: learning about language that others speak and listening to native Spanish speakers Moral: Agreeing to the climate for learning. British Values: Tolerance of other cultures.</p>	<p>Social / Cultural: learning about christmas in Spain Moral: learning to ask questions and justify opinions British Values: understanding sporting culture in Spain</p>	<p>Social / Cultural: Group work to develop social skills Moral: Being able to be part of a team in group work. British Values: Tolerance of others opinion.</p>	<p>Social / Cultural: Looking at differences in schools between Britain and Spanish speaking world Moral: asking questions and justifying opinions</p>	<p>Social / Cultural: speaking group work to social skills. Moral: being able to be part of a team in group work. British Values: discussing family and home life.</p>	<p>Social / Cultural: final week of term to concentrate on cultural capital – learning about different spanish festivals. British Values: tolerance of other cultures</p>