



# 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

**YEAR 8**

## RATIONAL / NARRATIVE

In year 8, pupils extend their understanding of Spanish by concentrating on their communicative proficiency in the context of the wider world. They begin to delve deeper into the grammatical workings of the language through understanding and beginning to use three tenses: the preterite past tense, the present tense and the near future tense. By the end of the year pupils should be able to access authentic resources and pick out information from more challenging texts within the context of travel, food, fashion and culture.

## TERM KNOWLEDGE

### AUTUMN 1

Describing your family. Describing your hair and eye colour. Saying what other people look like. Learning about a Spanish carnival and different festivals.

### AUTUMN 2

Different music styles, films and TV programs. Past tense activities. How we use our phones. Revision of time phrases and opinions.

### SPRING 1

Holiday destinations, transports and activities. Past tense time phrases. Understanding of the past tense. Opinions in the past.

### SPRING 2

Vocabulary on foods, drinks and snacks. Typical Spanish food and mealtimes. Vocabulary for ordering in a restaurant. How to say I am thirsty I am hungry. Time phrases (including telling the time).

### SUMMER 1

Clothes items. Opinions on clothes. Revision of future and preterite tenses. Saying what I wore and what I'm going to wear.

### SUMMER 2

Talking about going out with friends. Revision of clothes, food, free time activities and holidays. Completion of progress tests.

## SKILLS

Revisiting key spanish grapheme and phoneme sounds. Using the verbs ser and tener. Using possessive adjectives. Using adjectival agreement. Writing a longer text on my family and what they look like.

Using time phrases with the present tense. Expressing opinions on music, lyrics, apps and films. Using the past tense.

Talking about things in the past tense using ar, er and ir verbs, including irregulars. Giving extended opinions of past experiences.

Describing meal times and food. Using negatives. Ordering a meal in Spanish. Discussing what to buy for a party and using the near future tense to order. Revision of using three tenses together. Ordering a meal in Spanish.

Using three tenses together to discuss what we wear and when. Giving opinions on clothes. Discussing a sporting event and what we wear.

Revision of three tenses. Key time indicators that identify the tense of reading and listening passages.

## ASSESSMENT

**Marking point 1**  
Grammar task

**Marking Point 2**  
Writing on my free time activities

**Marking Point 1**  
Progress tests

**Marking Point 2**  
Translation task

**Marking Point 1**  
Grammar and Translation Task: using three tenses

**Marking Point 2**  
Progress tests

## HOME LEARNING

Vocabulary task on [www.languagenut.com](http://www.languagenut.com)

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## READING, WRITING, TALK, NUMERACY

**Talk:**  
Asking questions about appearance. Using ser and tener to ask questions.  
**Writing:**

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

**Talk**  
Learning to ask questions and respond in conversations on topic of holidays. Being more creative in our speech.  
**Writing**

**Talk:**  
Using three tenses to partake in longer conversations on food  
**Writing:**  
To be able to write extended texts on a

**Talk:**  
Talking in three tenses about clothes.  
**Writing:**  
To be able to write extended texts on what clothes we wear, like,

**Talk:**  
Understanding and answering questions in three tenses.  
**Writing:**



<p style="text-align: center;"><b>TIER 2 VOCABULARY</b></p>	<p>Using verbs accurately in the present tense and past tense together to describe and contrast activities. <b>Reading:</b> Reading longer texts with some unknown vocabulary and deciphering meaning.</p>	<p><b>Writing:</b> Using verbs accurately in the present tense with opinions, reasons and time phrases to make longer sentences. <b>Reading:</b> Using authentic resources in unusual formats to be able to find information.</p>	<p>Becoming more creative in our written accounts. Writing coherently in the past tense. <b>Reading:</b> Recognizing what I know and don't know in a text to deduce meaning. Breaking down information.</p>	<p>sporting event using three tenses proficiently. <b>Reading:</b> Being able to translate written Spanish and notice errors in our peers' work and giving feedback to correct upon this with a focus on their use of three tenses.</p>	<p>dislike and using three tenses. <b>Reading:</b> Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>	<p>To be able to write extended texts outings with friends <b>Reading:</b> Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>
	<p><b>Annotate</b> <b>Highlight</b> <b>List</b> <b>Process</b> <b>Respond</b></p> <p><i>Anotad</i> <i>Subrayad</i> <i>Listed</i> <i>Proceso</i> <i>responde</i></p>	<p><b>Add</b> <b>Define</b> <b>Extend</b></p> <p><i>Definid</i></p>	<p><b>Give</b> <b>Identify</b> <b>example</b></p> <p><i>dad</i> <i>identificad</i> <i>ejemplo</i></p>	<p><b>Repeated Practice of this year's terms</b></p> <p><i>Annotate</i> <i>Apply</i> <i>Complete</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>List</i> <i>Name</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>State</i></p>	<p><b>Repeated Practice of this year's terms</b></p> <p><i>Annotate</i> <i>Apply</i> <i>Complete</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>List</i> <i>Name</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>State</i></p>	<p><b>Repeated Practice of this year's terms</b></p> <p><i>Annotate</i> <i>Apply</i> <i>Complete</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>List</i> <i>Name</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>State</i></p>
<p style="text-align: center;"><b>TIER 3 VOCABULARY</b></p>	<ul style="list-style-type: none"> <li>• Adjectival agreement</li> <li>• Regular</li> <li>• Irregular</li> <li>• Polite form</li> <li>• Conjugate</li> <li>• Describe</li> <li>• Possessive adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Time-marker</li> <li>• Justified opinion</li> <li>• Extended writing</li> <li>• Present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Preterite tense</li> <li>• Infinitive</li> <li>• Conjugate</li> <li>• Irregular</li> </ul>	<ul style="list-style-type: none"> <li>• Negative</li> <li>• Structure</li> <li>• Near future</li> <li>• Infinitive</li> <li>• Time-phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Preterite</li> <li>• Time-marker</li> <li>• Extend</li> <li>• Variety</li> <li>• Justify</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Time indicator</li> <li>• Synonym</li> </ul>
<p style="text-align: center;"><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>	<p>Social / Cultural: learning about Spanish festivals and celebrations Moral: learning to ask questions and justify opinions</p>	<p>Social / Cultural: learning about Spanish leisure times Moral: learning to ask questions and justify opinions</p>	<p>Social / Cultural: learning about language that others speak and listening to native Spanish speakers Moral: Agreeing to the climate for learning. British</p>	<p>Social / Cultural: Looking at differences in food between Britain and Spanish speaking world Moral: asking questions and justify opinions British Values:</p>	<p>Social / Cultural: Looking at differences in fashion between Britain and Spanish speaking world Moral: being able to be part of a team in group work.</p>	<p>Social / Cultural: learning about Spanish festivals, cities and traditions Moral: learning to ask questions and being polite</p>



	British Values: understanding festival culture in Spain	British Values: understanding sporting culture in Spain	Values: Tolerance of other cultures.	Understanding difference between lifestyle in Spain	British Values: Tolerance of other cultures	British Values: tolerance of other cultures
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