

Subject	Spanish	Year Group	Year 10	
<b>Purpose of Scheme</b>	<p><b>Phonics:</b> To achieve high levels of phonetic accuracy, enabling pupils to speak with confidence and be understood by native speakers. The focus is on mastering Sound-Symbol Correspondences (SSCs) to tackle the demands of the dictation element of the GCSE, as well as using phonetic knowledge to "decode" and transcribe unfamiliar language in the listening examination.</p> <p><b>Vocabulary:</b> To broaden and deepen the lexical range across the GCSE themes of study. The curriculum prioritises the top 2,000 high-frequency words, moving pupils toward "lexical agility"—the ability to recognise and use these words across different contexts and in different skill areas (reading, listening, speaking and writing).</p> <p><b>Grammar:</b> To transition from structured sentence-building to the independent manipulation of the language. Pupils will master the use of multiple time frames (past, present, future, and conditional) and complex syntax, such as modal verbs and subordinate clauses. The goal is "grammatical automatization," where pupils can apply complex rules spontaneously in speaking and writing to convey nuanced ideas and opinions.</p>			
<b>Scheme title</b>	<b>Module 1 - Diviértete (Free Time)</b>	<b>Module 2 - Viajes (Holidays)</b>	<b>Module 3 - Mi gente, mi mundo (People)</b>	<b>Module 4 - Mi estilo de vida (Healthy living)</b>
<b>Knowledge in sequence</b>	<ul style="list-style-type: none"> <li>- Talking about life online</li> <li>- Talking about sports and free-time activities</li> <li>- Arranging to go out</li> <li>- Planning a cinema visit</li> <li>- Telling the time</li> <li>- Saying what you did at the weekend</li> <li>- Talking about days that went wrong</li> </ul>	<ul style="list-style-type: none"> <li>- Describing types of holidays</li> <li>- Giving reasons for your choices</li> <li>- Discussing travel plans</li> <li>- Saying what you did on holiday</li> <li>- Describing the weather in the past</li> <li>- Describing where you stayed</li> <li>- Giving your opinion on hotel rooms</li> <li>- Booking a hotel room</li> </ul>	<ul style="list-style-type: none"> <li>- Describing people</li> <li>- Describing actions</li> <li>- Describing locations</li> <li>- Talking about who you admire and why</li> <li>- Talking about your friendships and what makes a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Describing our daily routines</li> <li>- Describing our healthy habits</li> <li>- Talking about mealtimes and food trends</li> <li>- Comparing old and new habits</li> <li>- Talking about illnesses and injuries</li> <li>- Future plans for health and wellbeing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Adverbs of frequency</li> <li>- Present tense (AR/ER/IR verbs - full paradigm)</li> <li>- Stem changing verbs in the present tense (JUGAR/PREFERIR)</li> <li>- Irregular verbs in the present tense - TENER/SER/IR</li> <li>- Using gustar, interesar, encantar, chiflar to express an opinion (focus on the changing pronouns - all forms)</li> <li>- Reference to odiar and preferir not needing an indirect object pronoun</li> <li>- Near future tense</li> <li>- Role play skills (cinema)</li> <li>- Preterite tense (AR/ER/IR verbs - full paradigm)</li> <li>- Preterite tense (IR/SER)</li> <li>- Irregular preterite in the "1 form" - hice, tuve, vi, jugué, llegué, saqué.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular and irregular comparatives</li> <li>- Se puede(n) + infinitive</li> <li>- acabar de + infinitive</li> <li>- lo + adjective</li> <li>- Imperfect tense (estaba/había/tenía)</li> <li>- Negatives (no / no ni...ni.../tampoco)</li> <li>- Hotel booking role play</li> </ul>	<ul style="list-style-type: none"> <li>- Recap of SER/TENER with physical descriptions</li> <li>- Recap of adjective agreement</li> <li>- Use of present tense in photo descriptions</li> <li>- Use of PAL acronym for photo description</li> <li>- DESDE HACE + present tense</li> <li>- Recap of direct object pronouns</li> <li>- Variety of linking conjunctions</li> <li>- Using a variety of opinion phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Reflexive verbs in the present tense</li> <li>- Recapping time</li> <li>- Después/antes de + infinitive</li> <li>- Si clauses</li> <li>- Impersonal verbs: hay que/se necesita/hace falta</li> <li>- Imperfect tense for describing things in the past.</li> <li>- Full paradigms of jugar, comer, salir</li> <li>- Irregular verbs in the imperfect: ser, ir, ver</li> <li>- Simple future tense - regular verbs</li> <li>- Irregular stems verbs in the '1' form: tender, pondré, vendré, haré, diré, podrá, saldré, sabré, querré</li> </ul>
<b>End point of module</b>	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE themes of Media and Technology and My Personal World, including:</p> <ul style="list-style-type: none"> <li>- Talking about life online</li> <li>- Talking about sports and free-time activities</li> <li>- Arranging to go out</li> <li>- Planning a cinema visit</li> <li>- Telling the time</li> <li>- Saying what you did at the weekend</li> <li>- Talking about days that went wrong</li> </ul>	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Travel and Tourism, including:</p> <ul style="list-style-type: none"> <li>- Describing types of holidays</li> <li>- Giving reasons for your choices</li> <li>- Discussing travel plans</li> <li>- Saying what you did on holiday</li> <li>- Describing the weather in the past</li> <li>- Describing where you stayed</li> <li>- Giving your opinion on hotel rooms</li> </ul>	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of My Personal World, including:</p> <ul style="list-style-type: none"> <li>- Describing people</li> <li>- Describing actions</li> <li>- Describing locations</li> <li>- Talking about who you admire and why</li> <li>- Talking about your friendships and what makes a good friend.</li> </ul>	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Lifestyle and Wellbeing, including:</p> <ul style="list-style-type: none"> <li>- Describing our daily routines</li> <li>- Describing our healthy habits</li> <li>- Talking about mealtimes and food trends</li> <li>- Comparing old and new habits</li> <li>- Talking about illnesses and injuries</li> <li>- Future plans for health and wellbeing</li> </ul>
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Reading</li> <li>- <b>End Point Assessment:</b> Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Listening</li> <li>- <b>End Point Assessment:</b> Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Reading</li> <li>- <b>End Point Assessment:</b> Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Listening</li> <li>- <b>End Point Assessment:</b> Translation into Spanish</li> </ul>