

Subject	Spanish		Year Group	Year 11						
Purpose of Scheme	<p>Phonics 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>Vocabulary 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>Grammar 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>									
Scheme title	Module 5 - A clase (School)	Module 6 - Mi barrio y yo (Town and local area)	Module 7 - Un mundo mejor para todos (Environment)	Module 8 - El futuro te espera (Future plans)						
Knowledge in sequence	<ul style="list-style-type: none"> Talking about your studies Describing differences in uniform between here and abroad Giving opinions on uniform Describing your extra-curricular activities Giving opinions on and reasons for your activities Discussing school rules Describing how you would change your school and why 	<ul style="list-style-type: none"> Asking and giving directions Describing where you live Giving your opinion on where you live Describing how your town has changed Comparing your town to how it is now Shopping role play 	<ul style="list-style-type: none"> Talking about how you help in your community Understanding global issues Understanding consequences of global issues Talking about actions to help the environment - what you do at home/school Talking about solutions to global issues 	<ul style="list-style-type: none"> Talking about future plans Talking about work experience Talking about future career intentions Talking about what languages we speak Expressing the importance of learning languages 						
Skills	<ul style="list-style-type: none"> Recapping common opinion verbs Developing use of advanced opinions Recapping correct adjective agreement Using "no" Giving opinions Linking to speaking exam (PAL) Translation skills - working with phrases that don't translate exactly in English Advancing giving reasons with phrases Using impersonal verbs Using the conditional tense (full paradigm) 	<ul style="list-style-type: none"> Forming questions Giving directions with the imperative Lo phrases, including superlative usage Using the imperfect tense to compare now with the past Using TANTO in phrases Using comparatives Using demonstrative adjectives Recapping direct object pronouns 	<ul style="list-style-type: none"> Simple future tense Transcribing tenses (Present - future) Using 4 time frames concurrently debería + infinitive 	<ul style="list-style-type: none"> Using subjunctive sentence starters e.g. cuando sea mayor Using future tense indicators Recapping preterite, imperfect, present and future tenses 						
End point of module	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Studying and My Future, including:</p> <ul style="list-style-type: none"> Describing our daily routines Describing our healthy habits Talking about meadimes and food trends Comparing old and new habits Talking about illnesses and injuries Future plans for health and wellbeing 	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of My Neighbourhood, including:</p> <ul style="list-style-type: none"> Asking and giving directions Describing where you live Giving your opinion on where you live Describing how your town has changed Comparing your town to how it is now Shopping role play 	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of My Neighbourhood, including:</p> <ul style="list-style-type: none"> Asking how you help in your community Understanding global issues Understanding consequences of global issues Talking about actions to help the environment - what you do at home/school Talking about solutions to global issues 	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Studying and My Future, including:</p> <ul style="list-style-type: none"> Talking about future plans Talking about work experience Talking about future career intentions Talking about what languages we speak Expressing the importance of learning languages 						
Assessment Methods	<ul style="list-style-type: none"> Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. Mid Point Assessment: Translation into English End Point Assessment: Writing 	<ul style="list-style-type: none"> Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. End Point Assessment: Y11 Mock (R/W/S/L) 	<ul style="list-style-type: none"> Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. Mid Point Assessment: Reading End Point Assessment: Writing 	<ul style="list-style-type: none"> Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. Practice paper questions on all skills - Reading/Writing/Speaking/Listening 						