



Key Stage 1 and 2

Aims of Study

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Key Substantive Knowledge Carried Forward (subject knowledge)

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- develop accurate pronunciation and intonation so that others understand when they are
- appreciate stories, songs, poems, and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- describe people, places, things, and actions orally and in writing

Key Disciplinary Knowledge Carried Forward (methods/framework to establish knowledge)

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases, and basic language structures
- read carefully and show understanding of words, phrases, and simple writing
- present ideas and information orally to a range of audiences
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Year 7

| Unit Title | Mi vida (my life) | Mi tiempo libre (my free time) | Mi insti- (my school) | Mi familia y mis amigos (my family and friends) | Mi ciudad (my city) | |
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| Composite Knowledge/End Point (big idea that should be answered at the end of a unit) | -Identify key information in a listening -Create a speech to introduce yourself and other people | -Identify key information in a reading comprehension -Produce a text describing free time activities | -Identify key information in a listening -Create a presentation on school | -Identify key information in a reading comprehension -Produce a text describing family and friends | -Identify key information in a listening -Create a speech about where you live | |
| Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit) | -Identifying and using personal pronouns (I, you, he/she) -Masculine/ feminine/plural adjectival agreement -Introduction to phonics(a,o,e,l,u,ll,ce,z,go,j,v,rr, h (silent),ñ) | -Identifying and expressing opinions (me gusta +infinitive) -regular present tense 'ar' verbs -irregular verb formation (jugar/hacer) -Phonics: j, ch, gui,ll, ce, ci. | -me gusta + definite article (el/la/los/las) With correct adjectival agreement for justifications. -using the indefinite article (some) -regular present tense formation of er and ir verbs Phonics:ca,ci, gu,ge, gi, h (silent), ch, ce | -Possessive adjectives -Irregular verbs ser, tener and estar -position of adjectives Phonics: cu +vowel, ci,ll, que, ñ,j,z,v | -Definite and indefinite articles -Irregular verb ir (present tense) -the near future tense ir+ a+ infinitive Phonics: u, z,e, que, qui,v | |
| Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge) | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | |
| Examples of Reading Opportunity | Viva 1 textbook | Viva 1 textbook | Viva 1 textbook | Viva 1 textbook | Viva 1 textbook | |

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| Examples of Key Tier 2 Vocabulary | Select Compare Explain Repeat Describe Match Identify Label | Select Compare Explain Repeat Describe Match Identify Label | Select Compare Explain Repeat Describe Match Identify Label | Select Compare Explain Repeat Describe Match Identify Label | Select Compare Explain Repeat Describe Match Identify Label | |
| Examples of Key Tier 3 Vocabulary | Conjunction Pronoun Object Sentence Tense | Conjunction Pronoun Object Sentence Tense | Conjunction Pronoun Object Sentence Tense | Conjunction Pronoun Object Sentence Tense | Conjunction Pronoun Object Sentence Tense | |
| Examples of Numeracy | -Counting to 31, adding/ subtracting multiplying/division/sequencing | | | | -Telling the time on an analogue and digital clock | |

Year 8

| Unit Title | Mi familia y mis amigos (my family and friends) | Mi ciudad (my city) | Mis vacaciones (my holidays) | Todo sobre mi vida (everything about my life) | | |
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| Composite Knowledge/End Point (big idea that should be answered at the end of a unit) | -Identify key information in a reading comprehension -Produce a text describing family and friends | -Identify key information in a listening -Create a speech about where you live | -Identify key information in a reading comprehension -Produce a text about holidays | -Identify key information in a listening -Create a presentation on your interests | | |
| Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit) | -Possessive adjectives -Irregular verbs ser, tener and estar -position of adjectives Phonics: cu +vowel, ci, ll, que, ñ, j, z, v | -Definite and indefinite articles -Irregular verb ir (present tense) -the near future tense ir+ a+ infinitive Phonics: u, z, e, que, qui, v | -preterite tense of ir/ser -preterite tense of regular ar, er and ir verbs -combining the present, preterite and near future tenses Phonics: a, l, o, e, queci, v, rr | -regular present tense ar, er, ir verbs -me gusta+ definite article -comparison of adjectives -preterite of hacer -using the present, preterite and near future tenses together Phonics: ch, o, gu, e, gi, gue | | |
| Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge) | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | | |
| Examples of Reading Opportunity | Viva 1 textbook | Viva 1 textbook | Viva 2 textbook | Viva 2 textbook | | |
| Examples of Key Tier 2 Vocabulary | Select Compare Explain Repeat Describe Match | Select Compare Explain Repeat Describe Match | Select Compare Explain Repeat Describe Match | Select Compare Explain Repeat Describe Match | | |

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| | Identify Label | Identify Label | Identify Label | Identify Label | | |
| Examples of Key Tier 3 Vocabulary | Conjunction Pronoun Object Sentence Tense | Conjunction Pronoun Object Sentence Tense | Conjunction Pronoun Object Sentence Tense | Conjunction Pronoun Object Sentence Tense | | |
| Examples of numeracy | | Telling the time on an analogue and digital clock | | | | |

Year 9

| Unit Title | Somos así (we are this way) | Orientate- find yourself | En forma- in shape | Jovenes en accion- young people taking action | Una aventura en Madrid- an adventure in Madrid | |
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| Composite Knowledge/End Point (big idea that should be answered at the end of a unit) | -Identify key information in a reading comprehension -Produce a text about things you like/dislike | -Identify key information in a listening -Produce an interview for a prospective job | -Identify key information in a reading comprehension -Create a text about your lifestyle | -Identify key information in a listening -Produce a presentation on how young people can help | -Identify key information in a reading comprehension -Create a text about a trip to Madrid | |
| Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit) | -definite article with opinions -present tense irregular verbs ir and hacer -present tense regular vers ar,er and ir -near future tense -regular preterite tense -preterite of hacer -near future tense -combining three tenses Phonics: ci,ca,v, z, ci,rr, h silent, ñ,l,v,qui | -saying what you have to do (tener que) -saying what you would like to do (me gustaría) - near future tense -describing your job using three tenses Phonics: j, ci, v, cu+ vowel Phonics: j,ci,v, cu+vowel | -using direct object pronouns -stem changing verbs jugar, preferir and empezar - reflexive verbs in the present tense -modal verb deber, Phonics:rr, v,z, ce, gue,j,l,cu+vowel, ga, qué | -modal verb poder -se debería + infinitive -the imperfect tense Phonics: ch, j,rr,ci | -irregular verb tener collocations -superlatives -comparisons -the future tense Phonics: qui, co, rr, ll,e, ce, ci, ñ, que h (silent) | |
| Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge) | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | |
| Examples of Reading Opportunity | Viva 3 textbook | Viva 3 textbook | Viva 3 textbook | Viva 3 textbook | Viva 3 textbook | |
| Examples of Key Tier 2 Vocabulary | Select Compare Explain Repeat | Select Compare Explain Repeat | Select Compare Explain Repeat | Select Compare Explain Repeat | Select Compare Explain Repeat | |

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| | Describe Match Identify Label | Describe Match Identify Label | Describe Match Identify Label | Describe Match Identify Label | Describe Match Identify Label | |
| Examples of Key Tier 3 Vocabulary | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | |
| Examples of numeracy | | | | | | |
| Example of Specific Guided Reading Task | <u>Please see our subject's guided reading document for detail of reading tasks in Year 9 (hyperlink)</u> | | | | | |
| Summative Assessment | <u>Please see our subject's assessment document for detail of assessment in Year 9 (hyperlink)</u> | | | | | |
| Personal Development | <u>Please see our school's personal development webpage for examples of personal development in Year 9 (hyperlink)</u> | | | | | |
| Careers/Futures | <u>Please see our subject's careers document for examples of careers in Year 9 (hyperlink)</u> | | | | | |

Year 10

| Unit Title | Desconéctate (disconnect) | Mi vida en el insti (My life at school) | Mi gente (my people) | Intereses e influencias (interests and influences) | Ciudades (cities) | |
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| Composite Knowledge/End Point (big idea that should be answered at the end of a unit) | -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Write a description of holiday | -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Write a description of life at school | -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Write a description of relationships | -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Write a description of your interests and influences | -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Write a description of your local area | |
| Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit) | -regular present tense formation -irregular verb ser - developing structures to express opinions -imperfect tense - verbs with usted -combining three tenses together | -expressing opinions - using adjectives -comparatives and superlatives - negative structures -comparing now and then - phrases followed by an infinitive -object pronouns | -para + infinitive -present continuous tense - recognising synonyms -ser vs estar -reflexive verbs in the present and preterite tenses | -soler + infinitive -imperfect tense -perfect tense - using synonyms and antonyms Acabo de + infinitive -combining past tenses preterite/imperfect/perfect | -se puede/ se pueden - asking and responding to questions - using the future tense -demonstrative adjectives -using antonyms -combining tenses -idioms | |
| Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge) | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | Modelling through listening/ reading activities Sentence builders | |
| Examples of Reading Opportunity | Viva GCSE textbook | Viva GCSE textbook | Viva GCSE textbook | Viva GCSE textbook | Viva GCSE textbook | |
| Examples of Key Tier 2 Vocabulary | Select Compare Explain Repeat Describe | Select Compare Explain Repeat Describe | Select Compare Explain Repeat Describe | Select Compare Explain Repeat Describe | Select Compare Explain Repeat Describe | |

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|------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|--|
| | Match Identify Label | Match Identify Label | Match Identify Label | Match Identify Label | Match Identify Label | |
| Examples of Key Tier 3 Vocabulary | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | |
| Examples of numeracy | Using percentages to discuss trends | Telling the time using an analogue and digital clock | | Using high number to talk about years | | |

Year 11

| Unit Title | De costumbre (customs) | A currar (to work) | Hacia un mundo mejor (working towards a better world) | | | |
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| Composite Knowledge/End Point (big idea that should be answered at the end of a unit) | <ul style="list-style-type: none"> -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Write a description of a traditional festival | <ul style="list-style-type: none"> -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Create a job application | <ul style="list-style-type: none"> -Identify key information (Listening/ Reading) -Produce an answer to a photocard/role play (speaking) - Write a description of holiday | | | |
| Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit) | <ul style="list-style-type: none"> -reflexive verbs -sequencers -expressions with tener and estar -passive voice and avoiding it -comparisons -inferring meaning -absolute superlatives -irregular preterite tense verbs -combing the imperfect and preterite tenses -expressions followed by an infinitive | <ul style="list-style-type: none"> -Soler in the imperfect tense -combing the preterite and imperfect -combing the present and present continuous -saber vs conocer -indirect object pronouns -the conditional tense - the imperfect subjunctive -if clauses | <ul style="list-style-type: none"> -superlatives -the present subjunctive -combing tenses -the pluperfect tense -imperfect continuous | | | |
| Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge) | <p>Modelling through listening/ reading activities</p> <p>Sentence builders</p> | <p>Modelling through listening/ reading activities</p> <p>Sentence builders</p> | <p>Modelling through listening/ reading activities</p> <p>Sentence builders</p> | | | |
| Examples of Reading Opportunity | Viva GCSE textbook | Viva GCSE textbook | Viva GCSE textbook | | | |

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|------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--|--|--|
| Examples of Key Tier 2 Vocabulary | Select Compare Explain Repeat Describe Match Identify Label | Select Compare Explain Repeat Describe Match Identify Label | Select Compare Explain Repeat Describe Match Identify Label | | | |
| Examples of Key Tier 3 Vocabulary | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | antonym etymology morphology stem synonym | | | |
| Examples of numeracy | Using 12 hour clock Discussing increases and decreases | Using the 24hr clock | Listening for high numbers | | | |