

## Assessment in Spanish

### Year 10 and 11

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
<p><b>Module 1- Las vacaciones</b>  <b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.  <b>Speaking</b>- Role play, Photo card, General conversation  <b>Reading</b>- multiple choice, translation into English  <b>Writing</b> – Picture task, 90-word question, sentence level translation</p>	<p><b>Vocabulary</b>- holidays  <b>Grammar</b>- present, preterite and imperfect tenses</p>	<p>V-appears in all GCSE papers  <i><b>(Theme 2- Local national and global areas of interest)</b></i>  <b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p>V-false friends, positive and negative opinions, synonyms and antonyms  <b>G</b>-Identification of tenses being used                      -Distinguishing between the preterite and imperfect tenses and their uses</p>	<p>V- weather, free time activities, preferences, describing where you stayed, renting a room, expressing opinions.  <b>G</b>-identification and formation of present, preterite and imperfect tenses (including key irregular verbs)</p>	<p>V-will be re-used and recycled across different topic areas  <b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>
<p><b>Module 2- Mi vida en el insti</b>  <b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.  <b>Speaking</b>- Role play, Photo card, General conversation  <b>Reading</b>- multiple choice, translation into English</p>	<p><b>Vocabulary</b>- school  <b>Grammar</b>- opinions, adjective agreement, comparatives, superlatives, negative structures, verbs followed by an infinitive, near future tense, direct object pronouns</p>	<p>V-appears in all GCSE papers  <i><b>(Theme 3- Current and future study and employment)</b></i>  <b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p>V- false friends, positive and negative opinions, synonyms and antonyms  <b>G</b>-Masc/fem/plural agreements                      Sentences using wo verbs, conjugated verb followed by an infinitive, formation of the near future tense, using direct object pronouns in writing/speaking</p>	<p>V-School subjects, teachers, describing school, school rules, describing a typical day at school, describing a school exchange, extracurricular activities.  <b>G</b>- Expressing positive and negative opinions, adjective agreement, negative structures,</p>	<p>V-will be re-used and recycled across different topic areas  <b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>

<p><b>Writing</b> – Picture task, 90-word question, sentence level translation</p>					
<p><b>Module 3- Mi gente</b>  <b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.  <b>Speaking</b>- Role play, Photo card, General conversation  <b>Reading</b>- multiple choice, translation into English  <b>Writing</b> – 90-word question, 150 question sentence level translation</p>	<p><b>Vocabulary</b>- relationships and technology  <b>Grammar</b>- possessive adjectives, poder/querer, adjective agreement, para + infinitive, present continuous tense, frequency words, prepositions, ser/estar, reflexive verbs</p>	<p><b>V</b>-appears in all GCSE papers  <b>(Theme1 Identity and culture)</b>  <b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p><b>V</b>- false friends, positive and negative opinions, synonyms and antonyms  <b>G</b>-adjective agreement, formation of the present continuous tense, the different uses of ser and estar, formation of reflexive verbs</p>	<p><b>V</b>- physical description, adjectives to describe personality, verbs to describe relationships  <b>G</b>- formation of present continuous tense, reflexive verbs in the present tense</p>	<p><b>V</b>-will be re-used and recycled across different topic areas  <b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>
<p><b>Module 4- intereses e influencias</b>  <b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.  <b>Speaking</b>- Role play, Photo card, General conversation  <b>Reading</b>- multiple choice, translation into English</p>	<p><b>Vocabulary</b>- free time activities  <b>Grammar</b>- cognates and near cognates, soler/acabar de+ infinitive, imperfect tense, preterite tense, perfect tense</p>	<p><b>V</b>-appears in all GCSE papers  <b>(Theme 1- Identity and culture)</b>  <b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p><b>V</b>- false friends, positive and negative opinions, synonyms and antonyms  <b>G</b>- soler+infinitive, , when to use each of the past tenses and how they are formed</p>	<p><b>V</b>-Free time activities, sports  <b>G</b>-Blending past tenses</p>	<p><b>V</b>-will be re-used and recycled across different topic areas  <b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>

<p><b>Writing</b> – 90-word question, 150 question paragraph level translation into Spanish</p>					
<p><b>Module 5- Ciudades</b>  <b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.  <b>Speaking</b>- Role play, Photo card, General conversation  <b>Reading</b>- multiple choice, translation into English  <b>Writing</b> – 90-word question, 150 question paragraph level translation into Spanish</p>	<p><b>Vocabulary</b>- home and local area  <b>Grammar</b>- se puede(n) + infinitive, the future tense, demonstrative adjectives, conditional tense, perfect tense, imperfect tense, preterite tense</p>	<p><b>V</b>-appears in all GCSE papers  <i><b>(Theme 2- Local national and global areas of interest)</b></i>  <b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p><b>V</b>- false friends, positive and negative opinions, synonyms and antonyms  <b>G</b>-formation of future tense and blending of past tenses</p>	<p><b>V</b>-Places in town, adjectives to describe your city, weather phrases  <b>G</b>-Blending past tenses</p>	<p><b>V</b>-will be re-used and recycled across different topic areas  <b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>
<p><b>Module 6-De Costumbre</b>  <b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.  <b>Speaking</b>- Role play, Photo card, General conversation  <b>Reading</b>- multiple choice, translation into English  <b>Writing</b> – 90-word question, 150 question</p>	<p><b>Vocabulary</b>- festivals, customs and celebrations  <b>Grammar</b>- reflexive verbs, perfect tense, the passive voice and how to avoid it, absolute superlatives, expressions followed by an infinitive</p>	<p><b>V</b>-appears in all GCSE papers  <i><b>(Theme 1- identity and culture)</b></i>  <b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p><b>V</b>- false friends, positive and negative opinions, synonyms and antonyms  <b>G</b>- formation of reflexive verbs, use of the passive voice,</p>	<p><b>V</b>- describing a variety of celebrations  <b>G</b>- formation of tenses and reflexive verbs</p>	<p><b>V</b>-will be re-used and recycled across different topic areas  <b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>

paragraph level translation into Spanish					
<p><b>Module 7-A currar</b></p> <p><b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.</p> <p><b>Speaking</b>- Role play, Photo card, General conversation</p> <p><b>Reading</b>- multiple choice, translation into English</p> <p><b>Writing</b> – 90-word question, 150 question paragraph level translation into Spanish</p>	<p><b>Vocabulary</b>-The world of work</p> <p><b>Grammar</b>- Soler + infinitive, preterite tense, imperfect tense, present and present continuous, indirect object pronouns, conditional tense, expressions followed by an infinitive, cuando+ present subjunctive,</p>	<p><b>V</b>-appears in all GCSE papers <i><b>(Theme 3- current and future study and employment)</b></i></p> <p><b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p><b>V</b>- false friends, positive and negative opinions, synonyms and antonyms</p> <p><b>G</b>-blending tenses, verbs that are followed by an infinitive</p>	<p><b>V</b> jobs, describing a typical day at work</p> <p><b>G</b>- Phrases followed by an infinitive used to indicate different tenses</p>	<p><b>V</b>-will be re-used and recycled across different topic areas</p> <p><b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>
<p><b>Module 8 – Hacia un mundo mejor</b></p> <p><b>Listening</b>-multiple choice, answers in English/Spanish positive/ negative opinions.</p> <p><b>Speaking</b>- Role play, Photo card, General conversation</p> <p><b>Reading</b>- multiple choice, translation into English</p> <p><b>Writing</b> – 90-word question, 150 question paragraph level translation into Spanish</p>	<p><b>Vocabulary</b>- Environment and social issues</p> <p><b>Grammar</b>- modal verbs, the present subjunctive, commands, combining tenses, pluperfect tense, imperfect continuous</p>	<p><b>V</b>-appears in all GCSE papers <i><b>(Theme 2- Local, national and international and global areas of interest)</b></i></p> <p><b>G</b>- formation of these tenses also supports formation of other tenses and will be used in other topic areas</p>	<p><b>V</b>-false friends, positive and negative opinions, synonyms and antonyms</p> <p><b>G</b>-Formation and usage of tenses, when to use the subjunctive</p>	<p><b>V</b>-environmental and social issues</p> <p><b>G</b>-Formation and blending of tenses</p>	<p><b>V</b>-will be re-used and recycled across different topic areas</p> <p><b>G</b>- will be re-used and recycled across different topic areas and will support future learning</p>

Year 9

Assessment	Essential component knowledge	Why is this essential?	Misconceptions often addressed	What are the essential skills?	Why is this an essential skill?
<b>Somos así</b> Listening & Speaking	<b>V</b> -Free time activities, films, celebrating a birthday <b>G</b> - Irregular present tense verbs, near future tense, preterite tense, expressing opinions	<b>G</b> -links across all topic areas.	<b>V</b> - cognates, false friends, synonyms, and antonyms <b>G</b> - Formation and usage of each tense.	<b>V</b> - free time activities <b>G</b> -Expressing opinions, preterite, present and near future tense	<b>V</b> -will be re-used and recycled across different topic areas <b>G</b> - will be re-used and recycled across different topic areas and will support future learning
<b>Orientate</b> Reading & writing	<b>V</b> -Jobs, future plans, a typical day at work <b>G</b> - tener que + infinitive, near future tense, conditional tense preterite tense, blending three tenses	<b>G</b> -links across all topic areas.	<b>V</b> - cognates, false friends, synonyms, and antonyms <b>G</b> - Formation and usage of each tense.	<b>V</b> - Jobs and future plans <b>G</b> -Blending three tenses	<b>V</b> -will be re-used and recycled across different topic areas <b>G</b> - will be re-used and recycled across different topic areas and will support future learning
<b>En Forma</b> Listening & Speaking	<b>V</b> - Food and drink, sporting activities, daily routine <b>G</b> - Direct object pronouns, stem changing verbs, modal verbs, reflexive verbs	<b>G</b> -links across all topic areas.	<b>V</b> - cognates, false friends, synonyms, and antonyms <b>G</b> - Formation and usage of stem changing, reflexive and modal verbs	<b>V</b> - Food, drink, sporting activities <b>G</b> -Modal and reflexive verbs	<b>V</b> -will be re-used and recycled across different topic areas <b>G</b> - will be re-used and recycled across different topic areas and will support future learning

<b>Jovenes en acción Reading and Writing</b>	<b>V-</b> Children’s rights, fair trade, environmental issues <b>G-</b> modal verbs, in the conditional tense, imperfect tense	<b>G-</b> links across all topic areas.	<b>V-</b> cognates, false friends, synonyms, and antonyms <b>G-</b> Imperfect tense usage and formation	<b>V-</b> environmental issues <b>G-</b> Imperfect tense	<b>V-</b> will be re-used and recycled across different topic areas <b>G-</b> will be re-used and recycled across different topic areas and will support future learning
<b>Una Aventura en Madrid Listening &amp;Speaking</b>	<b>V-</b> Meeting and greeting people , buying souvenirs <b>G-</b> Expressions with tener, comparatives and superlatives, simple future tense	<b>G-</b> links across all topic areas.	<b>V-</b> expressions with tener <b>G-</b> formation of the simple future tense	<b>V-</b> meeting and greeting vocabulary, souvenirs <b>G-</b> Simple future tense, comparisons and superlatives	<b>V-</b> will be re-used and recycled across different topic areas <b>G-</b> will be re-used and recycled across different topic areas and will support future learning

### Year 8

<b>Assessment</b>	<b>Essential component knowledge</b>	<b>Why is this essential?</b>	<b>Misconceptions often addressed</b>	<b>What are the essential skills?</b>	<b>Why is this an essential skill?</b>
<b>Mi familia y yo Reading &amp; writing</b>	<b>V-</b> Physical description, describing where you live	<b>G-</b> links across all topic areas.	<b>V-</b> cognates, false friends, synonyms, and antonyms <b>G-</b> Distinguishing between ser and estar	<b>V-</b> describe members of the family <b>G-</b> Using irregular verbs to describe others	<b>V-</b> will be re-used and recycled across different topic areas <b>G-</b> will be re-used and recycled across

	<b>G-</b> formation of key irregular verbs (ser/tener/estar)				different topic areas and will support future learning
<b>Mi ciudad</b> <b>Listening &amp; speaking</b>	<b>V-</b> describing what is in your town, telling the time, free time activities <b>G-</b> Formation of ir and the near future tense	<b>G-</b> links across all topic areas.	<b>V-</b> cognates, false friends, synonyms, and antonyms <b>G-</b> formation of the near future tense	<b>V-</b> saying what you are going to do <b>G-</b> Using two tenses together	<b>V-</b> will be re-used and recycled across different topic areas <b>G-</b> will be re-used and recycled across different topic areas and will support future learning
<b>Vacaciones</b> <b>Reading &amp; writing</b>	<b>V-</b> describing a holiday <b>G-</b> Formation of regular and irregular preterite tense verbs	<b>G-</b> links across all topic areas.	<b>V-</b> cognates, false friends, synonyms, and antonyms <b>G-</b> formation of irregular verbs in the past	<b>V-</b> countries, methods of transport, opinions <b>G-</b> Formation of regular preterite tense verbs	<b>V-</b> will be re-used and recycled across different topic areas <b>G-</b> will be re-used and recycled across different topic areas and will support future learning
<b>Todo sobre mi vida</b> <b>Listening &amp; speaking</b>	<b>V-</b> technology, types of music, tv programs <b>G-</b> regular present tense verbs, using the preterite and the present tense together	<b>G-</b> links across all topic areas.	<b>V-</b> cognates, false friends, synonyms, and antonyms <b>G-</b> using two tenses together	<b>V-</b> technology, types of music, tv programs <b>G-</b> using the preterite and present tense together	<b>V-</b> will be re-used and recycled across different topic areas <b>G-</b> will be re-used and recycled across different topic areas and will support future learning

<b>A comer Reading &amp; Writing</b>	<b>V</b> -items of food and drink, mealtimes, ordering in a restaurant <b>G</b> -negative structures, distinguishing between tú and usted, near future tense, blending three tenses	<b>G</b> -links across all topic areas.	<b>V</b> - cognates, false friends, synonyms, and antonyms <b>G</b> -formation and usage of the present, preterite and near future tenses	<b>V</b> - Items of food, mealtimes <b>G</b> - Negative structures, using the present, preterite and near future tenses together	<b>V</b> -will be re-used and recycled across different topic areas <b>G</b> - will be re-used and recycled across different topic areas and will support future learning
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**Year 7**

<b>Assessment</b>	<b>Essential component knowledge</b>	<b>Why is this essential?</b>	<b>Misconceptions often addressed</b>	<b>What are the essential skills?</b>	<b>Why is this an essential skill?</b>
<b>Mi vida Listening &amp; Speaking</b>	<b>V</b> - Saying your name, age, birthday. Describing people and pets personality <b>G</b> - masculine/feminine and plural agreement, conjugation of tener and ser	<b>G</b> -links across all topic areas.	<b>V</b> - cognates, false friends, synonyms, and antonyms <b>G</b> -formation of ser and tener, noun and adjective agreement	<b>V</b> -Introducing yourself and answering personal questions. <b>G</b> - masculine/feminine/plural agreement. Formation of ser and tener in the present tense.	<b>V</b> -will be re-used and recycled across different topic areas <b>G</b> - will be re-used and recycled across different topic areas and will support future learning
<b>Mi tiempo libre Reading &amp; writing</b>	<b>V</b> -free time activities, sports, weather phrases <b>G</b> - expressing positive and negative opinions, formation of present tense –ar verbs , hacer and jugar conjugation	<b>G</b> -links across all topic areas.	<b>V</b> - cognates, false friends, synonyms, and antonyms <b>G</b> -formation of present tense –ar verbs, irregular verb conjugation	<b>V</b> -free time activities, sports, weather phrases <b>G</b> —ar verb formation in the present tense	<b>V</b> -will be re-used and recycled across different topic areas <b>G</b> - will be re-used and recycled across different topic areas and will support future learning



<b>Mi insti</b> <b>Listening &amp; speaking</b>	<b>V</b> -School subjects, adjectives to describe school subjects/teachers, describing your school, what you do at break <b>G</b> -adjective agreement, definite and indefinite articles, formation of regular –er and –ir verbs in the present tense	<b>G</b> -links across all topic areas.	<b>V</b> - cognates, false friends, synonyms, and antonyms <b>G</b> -masculine/feminine and plural agreements, use of definite and indefinite articles, formation of regular verbs	<b>V</b> -School subjects, adjectives to describe school. <b>G</b> - Masculine/feminine/plural agreements, formation of regular –er and –ir verbs	<b>V</b> -will be re-used and recycled across different topic areas <b>G</b> - will be re-used and recycled across different topic areas and will support future learning
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#### What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?

- There is a question level analysis completed for receptive skills (Listening/reading). Production skills are marked by the class teacher, highlighting areas of excellence, areas for development and how students can move on to the next level of learning.
- A whole lesson is then spent re-examining receptive questions where students underperformed or found difficult, and strategies are discussed on how to approach similar receptive skill questions. For writing and speaking assessments students are given model answers to dissect and highlight key features. Similarly, to receptive skills misconceptions (for example tense formation) are discussed and re-taught either by the teacher or another student before students are given questions to answer to practice this skill.
- From the teacher's perspective future lessons are adapted to incorporate retrieval of these key skills later.

#### Formative Assessment in Spanish

- Questioning, quizzes, mini whiteboards, homework tasks, retrieval practice.

#### Feedback and Acting on Feedback (should be on the most valuable thing)

- Students are given back their written/ spoken work and asked to re-draft and improve their work in green pen taking on board what has been discussed in the class and the individual feedback given by the teacher.
- Students are given a similar receptive skills type question following teacher guidance.