

## YEAR 10 SPANISH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<b>Travel and tourism:</b> <ul style="list-style-type: none"> <li>Describing different holiday destinations and talking about holiday preferences.</li> <li>Revisiting weather expressions.</li> <li>Accommodation and transport (revisit)</li> <li>Talking about holiday preparations and describing holiday activities.</li> <li>Talking about different holiday activities past vs present.</li> <li>Talking about past holidays.</li> <li>Describing a great vs disastrous holiday.</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verb endings.(R)</li> <li>Regular and irregular verbs in the present tense (R)</li> <li>Preterite tense of regular and irregular verbs (R)</li> <li><i>hacer</i> in the preterite tense</li> <li>Using connectives: <i>dado que, puesto que, ya que</i></li> <li>Present tense of stem changing verbs: <i>preferir, tener</i> and <i>ir</i> (R)</li> <li><i>Desde hace (R) and intro of desde hacía + imperfect</i></li> <li>Revision of the preterite vs the imperfect</li> <li>Sequencing</li> <li>Lo mejor/ lo peor</li> </ul>	<p>Students will have weekly sessions with the French FLA, in which they will revisit the sounds studied and practised in KS3.</p> <p>Phonics should be revisited once a week in class as part of whole class teaching and revision.</p> <p>Phonics will also be practised in dictation activities.</p> <p>Common sounds from KS3 will be further revisited and practised regularly.</p> <p>Languagenut is also available to students for further practice</p>	<p>Introduction of new vocab and revisiting previous vocab seen in KS3. Building the verb lexicon</p> <p>Cognates</p> <p>Text exploitation to extend vocabulary</p> <p>Acquiring the ability to successfully interact in realistic holiday situations such as booking rooms, making complaints etc</p>
TERM 1.2	<b>Tourism and Hispanic festivals:</b> <ul style="list-style-type: none"> <li>Discovering different regions of Spain</li> <li>Discussing advantages and disadvantages of tourism</li> <li>Gaining an awareness of tourism in Hispanic countries</li> <li>Talking about my ideal holidays</li> <li>Researching a Spanish festival</li> <li>My favourite festival</li> <li>Advantages and disadvantages of different celebrations</li> <li>Introduction to some Hispanic festivals,</li> <li>A memorable festival</li> </ul>	<p>Preterite of regular and irregular verbs (R)</p> <p>Reflexive verbs in the preterite (R)</p> <p>How to use three-time phrases to describe holidays</p> <p>Using complex structures (e.g. before/after/have just) to improve our work (Shine for a 9)</p> <p>Revisiting irregular imperfects</p> <p>Continue using the preterite and imperfect together</p>	<p>Examples of SSC to be revisited in this module could include, but are not limited to:</p> <p>e: (revision) <i>este, sureste</i></p> <p>o: (revision) <i>norte, oeste, noroeste</i></p> <p>ci: (revision) <i>ciudad, contaminación</i></p> <p>que: (revision)</p> <p>ge: (revision) <i>general</i></p> <p>go: (revision) <i>embargo</i></p> <p>gui: (revision) <i>siguiente</i></p>	<p>Learning vocab for French festivals</p>
TERM 2.1	<b>My house and town:</b> <ul style="list-style-type: none"> <li>Describing your house, saying where it is and building vocab.</li> <li>Reading a more extended text describing where someone lives and their opinion of it.</li> <li>Questions and answers about your house.</li> <li>Vocabulary building to describe the amenities in your town.</li> <li>Pros and cons of your region.</li> <li>Talking about what you can do in your region.</li> <li>Giving reasons to explain an opinion.</li> <li>Talking about your town using past, present and future tenses.</li> <li>Looking at the pros and cons of living in a city or in the countryside</li> </ul>	<p>Using <i>puedo</i> and <i>se puede</i></p> <p>Using demonstrative adjectives and pronouns</p> <p><i>El que/la que</i></p> <p>Revision of possessive adjectives and intro of Possessive pronouns</p> <p>Using a wider range of connectives</p> <p>The conditional</p> <p>Irregular verbs in the conditional</p> <p>so..., so much..., so many...</p> <p>Listening for known language in different tenses</p> <p>Using different tenses together (present, imperfect, perfect, conditional)</p>		<p>Vocabulary pertinent to house and home</p> <p>Adjectives to describe house and town</p> <p>Compass points</p> <p>Places in town</p> <p>Revisiting transferable verbs for holidays/ freetime topics</p>

## YEAR 10 SPANISH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.2	<p><b>My region, the environment and social issues in my region:</b></p> <ul style="list-style-type: none"> <li>Talking about reusing things, reducing waste and recycling</li> <li>Building up useful vocabulary</li> <li>Being able to use word families in comprehension activities</li> <li>Talking about ways of protecting the environment in your region</li> <li>Aim to express own views and opinions</li> <li>Practise using 3 tenses</li> </ul> <p><b>The Homeless:</b></p> <ul style="list-style-type: none"> <li>Talking about poverty</li> <li>Building up useful vocab</li> <li>Using exclamations</li> <li>Listening to positive and negative opinions about the homeless</li> <li>Talking about homelessness</li> </ul>	<ul style="list-style-type: none"> <li>En + present participle</li> <li>Modal verbs to express obligation positive and negative</li> <li>Giving extended reasons</li> <li>Using tenses to work out different time frames</li> <li>Differentiating between me gusta / me gustaría</li> <li>Using quantity expressions</li> <li>Modal verbs positive and negative</li> <li>Learning about the present subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Continued phonics practice once a week in lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>Mixed word sets</li> <li>Text exploitation to extend vocabulary</li> <li>Memrise Vocab course:</li> </ul>
TERM 3.1	<p><b>Voluntary work:</b></p> <ul style="list-style-type: none"> <li>Talking about different ways of volunteering, the type of voluntary work and the importance of volunteering and different charities</li> <li>Transferring language</li> <li>Approaching language in different reading texts</li> <li>Listening for different tenses</li> <li>Expressing agreement and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>Formation and use of the gerund</li> <li>Further revision of the imperfect tense</li> <li>Verbs followed by the infinitive</li> <li>Me gustaría</li> <li>Conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>Students will practise the sounds of these new words through listening activities, dictation activities, and using Languagenut.</li> <li>They will continue to work on pronunciation with the FLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of the vocabulary in this unit will be new and very subject specific. As such, for the most part this vocabulary will be used receptively rather than productively.</li> </ul>

## YEAR 10 SPANISH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.2	<p>¿What do you eat? ¿Do you lead a healthy life style?</p> <ul style="list-style-type: none"> <li>Revisiting Food vocab</li> <li>Discussing healthy lifestyles</li> <li>Understanding different tenses</li> <li>Giving extended reasons</li> <li>Talking about what you are going to do in the future to keep yourself healthy</li> <li>Building vocab on old and new habits</li> </ul>	<ul style="list-style-type: none"> <li>Giving extended reasons</li> <li>Using tenses to work out different time frames</li> <li>Differentiating between me gusta / me gustaría</li> <li>Using quantity expressions</li> <li>Modal verbs positive and negative</li> <li>Learning about the present subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Students will practise the sounds of these new words through listening activities, dictation activities, and using Languagenut.</li> <li>They will continue to work on pronunciation with the FLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation..</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting vocabulary of the body and how to say you are ill.</li> <li>Revisiting food items</li> <li>Memrise Vocab course:</li> </ul>

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with a mock examination in Reading, Listening and writing during term 2.2, as well as summative assessments prior to reporting to parents. Vocabulary tests will also take place every other week, using the AQA prescribed vocabulary list. Torture tenses exercises will be completed on alternate weeks to the vocab tests. Pre- and Post-topic tests will take place at the beginning and end of each module of work respectively.

Homework tasks include vocabulary learning, practising grammatical structures and preparing and writing answers to questions.

**PHONICS:** The phonics clusters encountered during the KS3 course are revisited in KS4 using a variety of methods including reading aloud, group speaking activities and weekly speaking sessions with the French Foreign Languages Assistant

# YEAR 11 SPANISH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<b>School</b> <ul style="list-style-type: none"> <li>Expressing positive and negative opinions about school subjects and teachers</li> <li>Using the same word with different meanings</li> <li>Using social / cultural context to understand meaning</li> </ul>	<ul style="list-style-type: none"> <li>Using complex structures</li> <li>Revising comparatives and superlatives</li> <li>Using cognates and near cognates to work out subjects</li> <li>Revising near future</li> <li>Opinion verbs (me gusta, me encanta, me interesa, odio, prefiero)</li> <li>Including qualifiers (demasiado, muy, bastante, poco)</li> <li>Comparatives (más, menos, mejor, peor, tan ... como)</li> </ul>	<ul style="list-style-type: none"> <li>Students will practise the sounds of these new words through listening activities, dictation activities, and using Languagenut.</li> <li>They will continue to work on pronunciation with the FLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation..</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting vocabulary from KS3</li> <li>Continuing to build the verb lexicon</li> <li>Memrise Vocab course:</li> <li>AQA vocab list</li> <li>Kerboodle vocab</li> <li>Reinforcing previously learnt and new vocab through listening, reading and translation activities during the course of teaching this module.</li> </ul>
TERM 1.2	<b>Life at school.</b> <ul style="list-style-type: none"> <li>Talking about school facilities, timetable, extra-curricular activities and school routine.</li> <li>Discussing school rules and uniform.</li> <li>Pros and cons of my school</li> <li>My ideal school</li> </ul>	<ul style="list-style-type: none"> <li>Using adjectives to improve a piece of work</li> <li>Using the personal a</li> <li>Using / recognising a variety of tenses</li> <li>Using negatives (nada, ni ... ni, nunca, tampoco)</li> <li>Distinguishing between the present and the imperfect</li> <li>Adjectival endings for colours (-o/a, -e, consonant endings)</li> <li>Using time expressions correctly</li> <li>Using qualifiers and intensifiers</li> <li>Revising se debe/ hay que and tener que and using debería ser/ haber</li> <li>Revising the perfect tense</li> <li>Revising verbs that take the infinitive</li> <li>Revision of desde hace</li> </ul>		

## YEAR 11 Spanish OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<b>Studying or working?</b> <ul style="list-style-type: none"> <li>• Post-16 choices</li> <li>• Making deductions in reading and listening</li> <li>• Listening to positive and negative opinions</li> <li>• Writing about your post 16 choices</li> <li>• Learning useful phrases</li> <li>• Future jobs and careers</li> <li>• University or work?</li> <li>• Avoiding deliberate tricks in a reading text</li> <li>• Listening to different people talking about their future plans</li> <li>• Weighing up the pros and cons of going to uni or getting a job</li> <li>• Talking about the benefits of higher education</li> <li>• Simplifying answers when vocabulary knowledge is an issue</li> <li>• Answering questions in Spanish about listening and reading texts</li> <li>• Making deductions in reading and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Using lo que and lo + adjective</li> <li>• Using the present subjunctive after expressions of time.</li> <li>• Using expressions with tener.</li> <li>• Using the infinitive of reflexive verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practise the sounds of these new words through listening activities, dictation activities, and using Languagenut.</li> <li>• They will continue to work on pronunciation with the FLA, as well as one lesson a week revisiting SSC from KS3. Students will also be expected to read texts out loud to further practise pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Revisiting vocabulary from KS3</li> <li>• Continuing to build the verb lexicon</li> <li>• Memrise Vocab course:</li> <li>• AQA vocab list</li> <li>• Kerboodle vocab</li> <li>• Reinforcing previously learnt and new vocab through listening, reading and translation activities during the course of teaching this module.</li> </ul>
TERM 2.2	<b>The world of work.</b> <ul style="list-style-type: none"> <li>• Building up vocab to be able to talk about different jobs</li> <li>• Listening to positive and negative opinions about different jobs</li> <li>• Recognising percentages and fractions</li> <li>• Talking about the different jobs you would like to try and why</li> <li>• Looking for and applying for jobs</li> <li>• Translation from English to Spanish using multi tenses</li> <li>• Practising a photocard about education post-16</li> <li>• Extending spoken and written answers</li> <li>• Building up vocabulary and phrases to talk about your ideal job</li> <li>• Talking about the skills and personality you have to do your ideal job</li> </ul>	<ul style="list-style-type: none"> <li>• Masculine and feminine forms of jobs</li> <li>• Present, imperfect and conditional- Review</li> <li>• Asking formal questions- Review.</li> <li>• Using the present subjunctive in hypothetical situations.</li> <li>• Revising adjectives.</li> <li>• Forming and using the past continuous.</li> </ul>		

## YEAR 11 Spanish OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> <li>Revision of course The four key skills of Listening, Reading, Speaking and Writing are practised on a rotational basis, using a variety of materials, which could include those mentioned here, but are not restricted to these.</li> <li>The Speaking exam will take place in this term.</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Spanish translation practice</li> <li>Teachit Spanish GCSE Success at Writing</li> <li>Teachit Spanish GCSE Success at Speaking</li> <li>End of Unit tests from the AQA textbook</li> <li>Past GCSE papers</li> <li>Languagenut</li> </ul>	<ul style="list-style-type: none"> <li>Teachit Spanish GCSE Success at Speaking</li> <li>Languagenut</li> </ul>	<ul style="list-style-type: none"> <li>AQA Spanish GCSE Reading Workbook</li> <li>Zigzag GCSE Spanish Literary texts practice Zigzag GCSE Spanish practice reading papers GCSE Teachit Spanish GCSE Success at Speaking</li> <li>Languagenut</li> </ul>

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with a mock examination in all 4 modalities during term 2.1, as well as summative assessments prior to reporting to parents. Vocabulary tests will also take place every other week, using the AQA prescribed vocabulary list. Torture tenses exercises will be completed on alternate weeks to the vocab tests. Pre- and Post-topic tests will take place at the beginning and end of each module of work respectively.

Homework tasks include vocabulary learning, practising grammatical structures and preparing and writing answers to questions.

**PHONICS:** The phonics clusters encountered during the KS3 course are revisited in KS4 using a variety of methods including reading aloud, group speaking activities and weekly speaking sessions with the Spanish Foreign Languages Assistant