



Sir John Cass Red Coat School Programme of Study – Key Stage 3

Subject: Spanish

Year 7	Year 8	Year 9
<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Unit 1: ¡Hola! Unit 2: Mi familia. Unit 3: Mi colegio. Unit 4: ¿Qué te gusta hacer en tu tiempo libre?</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Unit 1: Mi casa. Unit 2: La comida. Unit 3: Una cita (2 subtopics: clothes and giving excuses not to go on an outing)</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Unit 1: Mi barrio. Unit 2: El tiempo libre . Unit 3: Las vacaciones.</p>
<p><u>Skills Development & Expected Progress:</u></p> <ul style="list-style-type: none"> • Listening, Reading, Speaking and Writing skills. • Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts. • Personal, Learning and Thinking Skills • <p>Expected progress in year 7 Students should write short passages using the present tense of frequently used verbs. They should also include basic connectives and opinions in their work.</p> <p>More than expected progress in year 7 Students will begin to use the near future tense in their work. They will always use a wider variety of connectives and justify opinions.</p>	<p><u>Skills Development & Expected Progress:</u></p> <ul style="list-style-type: none"> • Listening, Reading, Speaking and Writing skills. • Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts. • Personal, Learning and Thinking Skills • <p>Expected progress in year 8 Students should be able to write in two time frames, and also use common irregular verbs. They should be able to express and justify opinions. Students should be confident using dictionaries to deduce meaning of new vocabulary.</p> <p>More than expected progress in year 8 Students will have an understanding of three time frames and begin to use them in all written work. They can structure work well using a range of phrases and always use connectives. Opinions will always be justified and language used will not be repetitive.</p>	<p><u>Skills Development & Expected Progress:</u></p> <ul style="list-style-type: none"> • Listening, Reading, Speaking and Writing skills. • Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts. • Personal, Learning and Thinking Skills • <p>Expected progress in year 9 Students should be writing in three time frames with confidence on a range of topics. They should be able to express and justify opinions and understand more complex texts. Work should be well structured with a range of vocabulary and connectives.</p> <p>More than expected progress in year 9 Students will use regular and irregular verbs with confidence in all three time frames. Students will have an understanding of the imperfect tense and begin to use it in their own work. They can recognise patterns and conjugate verbs and apply knowledge to grammar in new contexts. Students will be able to manipulate the language when producing their own work. They should use context and previous knowledge to understand longer texts.</p>

Assessment:

- Students complete vocabulary and grammar tests.
- Assessment of listening, reading, speaking and writing tasks takes place as part of home study and classwork.
- Students complete assessments every half-term and review their progress as well as set targets on a termly basis.
- Students in Year 9 will begin work on GCSE topic from Term 3. Work will start on controlled assessment.
- Students complete End of Unit projects.
- Self and peer assessment tasks.
- Classwork and home study tasks are marked by the teacher and diagnostic feedback is given. Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.

<p>Literacy:</p> <p>Use of formal/informal language, use of dictionary, phonetics, word order, alphabet, use of accents, sound patterns in Spanish, punctuation and orthographic features in the target language (accents), reading a text for gist & detail, using visual clues and previous vocabulary knowledge to ascertain the meaning</p> <p>All students work is marked for literacy using school and departmental assessment symbols.</p> <p>Grammar – Become familiar with high frequency verbs in the present tense: TENGO, definite + indefinite articles, high frequency verbs, simple negatives, quantifiers, gender, singular/ plural, question formation, adjectival order + agreement, present tense (regular verbs), the verb IR, immediate future, GUSTAR, modal verbs + infinitive</p>	<p>Literacy:</p> <p>Use of conjunctions to link sentences together and enable to justify opinions with reasons , verb patterns, position of adjectives, adjectival agreement, gender/plural patterns, agreements of gender and numbers, use of conjunctions and formulate compound sentences, connectives, use of the dictionary, two tenses in a text and detailed information</p> <p>All students work is marked for literacy using school and departmental assessment symbols.</p> <p>Grammar – Gender agreement and adjectival order, use of HFWs in the present tense “Hay” and “tiene”, agreement of the indefinite article, adjectival order & agreement, HAY, reflexive verbs, present tense, me gustaría+ infinitive to express future plans, negatives, preterite tense, writing a text with two tenses and a variety of detail using a reference, ME QUEDA BIEN, costar (radical change), TENER QUE, modal verbs, DOLER</p>	<p>Literacy:</p> <p>Use of dictionaries / glossaries, gist reading, extended sentences + text structure</p> <p>All students work is marked for literacy using school and departmental assessment symbols.</p> <p>Grammar – ESTAR/SER, Contraction de+el=del+ a+el=al, relative clauses, se puede(n) followed by an infinitive, relative clauses & relative pronouns, imperfect tense, use of structures + infinitive to express future plans - conditional:Me gustaría + vivir/Quiero + vivir/Quisiera+ vivir, interrogatives, adverbs of frequency, preterite tense (regular + irregular), negatives, impersonal phrases</p>
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<p><u>Numeracy:</u></p> <p>Pupils will focus on numbers when they study the following topics: money, dates, time and simple sums, use metric units to describe height and weight.</p>	<p><u>Numeracy:</u></p> <p>Telling the time, 24 hour clock, ordinal numbers+ cardinal numbers, use of numbers to express quantities, numeracy starters using symbols(</>).</p>	<p><u>Numeracy:</u></p> <p>How to read temperature, metric measures to express distances, numbers to express time/duration.</p>
<p><u>ICT:</u></p> <p>Internet research, produce and edit word documents, use PowerPoint</p>	<p><u>ICT:</u></p> <p>Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint</p>	<p><u>ICT:</u></p> <p>Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint, use of MP3 audio recording equipment+ editing using audio equipment, Use of weather websites and maps to investigate weather in Spanish-speaking countries.</p>
<p><u>Life in Modern Britain:</u></p> <p>Throughout Year 7 students will use the language they have learnt to promote open and respectful dialogue. An example of this is presenting role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved.</p>	<p><u>Life in Modern Britain:</u></p> <p>During Year 8, students will learn about a variety of institutions and services that are available to the public. They will compare different types of housing / social settings between Britain and French speaking countries and how governments compare in what they offer to help citizens.</p>	<p><u>Life in Modern Britain:</u></p> <p>During Year 9, students will spend time focusing on individual liberty, specifically, exploring their own identity. They will have the opportunity to share with their classmates details of their heritage and comparing where their families originally came from and how those societies may differ to life in Britain today.</p>
<p><u>SMSC:</u></p> <p>Life in Spanish- speaking countries with reference to differing attitudes to pets, family, etc., animal welfare, comparison of school systems.</p>	<p><u>SMSC:</u></p> <p>Comparison of routines, attitudes to holidays + destinations, food culture</p>	<p><u>SMSC:</u></p> <p>climate + environmental impact, tourism (advantages/disadvantages)</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <ul style="list-style-type: none"> • All books include criteria for higher national curriculum levels to encourage able students to extend their abilities. • Structured writing frames are provided for those students who need more help with writing longer extended style answers. • A range of teaching and learning activities are used in order to successfully engage students in their learning. • Dictionaries are available in most rooms. 		

Extra-Curricular Activities & Club:

- Fast track workshops take place once a week.
- Comenius club
- Year 11 extension lessons take place once per two weeks

Independent Study/ Homework:

Home study consists of either a learning home study or a comprehension or written task.

Resources for Learning Support and VLE:

The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently.