



love the journey

## Curriculum Implementation 2024-25

### Secondary

<b>LCA Strand</b>	<b>Languages</b>
<b>Subject</b>	<b>Spanish</b>
<b>Key Stage</b>	<b>Key Stage 3 (Chapter 7-9)</b>

<p>What are the key concepts taught?</p>	<p>All the lessons at KS3 relate to the MAJESTIC ten principles outlined below:</p> <ol style="list-style-type: none"><li>1. Identifying and describing people, including oneself (appearance, personality, job) and places (including the natural environment/the weather)</li><li>2. Expressing opinions and viewpoints (saying why you like/dislike something, comparing/contrasting)</li><li>3. Expressing one's feelings and reasons why</li><li>4. Asking questions: requesting factual information and opinions, making invitations</li><li>5. Describing routine behaviour in the present (saying what you usually do and when, saying what you must, can and want to do)</li><li>6. Describing routine behaviour in the past (what you used to do, when and why)</li><li>7. Making plans, expressing a wish and predicting</li><li>8. Identifying and solving problems (in restaurants, shops)</li><li>9. Indicating location (where things/places/people are)</li><li>10. Indicating and sequencing time (using present, past and future time markers, telling the time, indicating frequency, sequencing actions chronologically)</li></ol> <p><u>Principles of teaching:</u></p> <ul style="list-style-type: none"><li>- Communication is the Key.</li><li>- Selection of patterns in Spanish (chunks)</li><li>- Selection of vocabulary</li><li>- Sentence builders</li><li>- Real life use (letters from pen-pal)</li><li>- Spontaneous speech and fluency</li><li>- Assessment must advance learning</li><li>- Pupils know more and remember more</li></ul>
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	<ul style="list-style-type: none"> <li>- Teaching must build motivation, which leads to self-efficacy (strongest quality for language learning) and uptake at KS4</li> </ul>
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<p>What is the sequencing of units?</p>	<p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> Introducing the Hispanic World, Phonics, Alphabet, Numbers, Greetings, Feelings, Introducing myself including age and birthday.</li> <li>• <b>Unit 2</b> Describing the appearance and character of myself and others, including family, friends, celebrities and pets</li> <li>• <b>Unit 3</b> Discussing school including subjects, facilities, transport, timetable, teachers and extra-curricular activities</li> </ul> <p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4</b> – Discussing where you live including your area, your house and your bedroom</li> <li>• <b>Unit 5</b> -Talking about cities, places in town, giving and understanding directions, comparing cities in Spain and discussing customs and festivals</li> <li>• <b>Unit 6</b> – Talking about free time activities including sport, music and technology</li> </ul> <p><b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 7</b>– Discussing daily routine. Introducing the preterite tense. Talking about customs and festivals in the Hispanic world</li> <li>• <b>Unit 8</b> – Talking about fashion and celebrity culture</li> <li>• <b>Unit 9</b>– Discussing healthy living and lifestyle choices. Uses of technology, including pros and cons.</li> </ul>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Every lesson objective relates to key concepts or over-arching aims of the unit and includes pertinent retrieval practice to enable students to see the link between topics/concepts.</p> <p>Through developing communicative skills and use of transferable skills when using vocabulary and grammar through a wide range of topics.</p> <p>Each unit of work provides opportunity for pupils to develop and master the four skill areas (listening, speaking, reading and writing).</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Through adaptive teaching pupils are challenged at an appropriate level and their needs met e.g. adopting a scaffolded approach, chunking language and tasks re-visiting previous skills.</p> <p>We share our overviews and good practice with teaching assistants.</p> <p>We follow the Quality First school policy.</p>
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	<p>We use writing frames and support vocabulary and learning mats when doing reading or listening activities eg- gap-fill activities and support vocabulary so that every pupil can access classroom and homework tasks. We stretch the most able by allowing them to complete ‘Challenge tasks’</p> <p>We regularly offer support and intervention at break.</p> <p>We follow strategies implemented by SEND. We ensure we know the students and their needs through regular dialogue with SEND and the individual student’s profile. We liaise with teaching assistants to maximise every SEND pupil’s potential.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>‘Do now’ activities at the start of each lesson provide opportunity for pupils to retrieve knowledge previously taught.</p> <p>Pupils know more and remember more.</p> <p>Keywords - Topic/unit specific vocabulary is listed in a booklet as Foundation/Higher vocabulary and is re-visited at every Progress Point.</p> <p>Dialogic and Spaced Teaching</p> <p>Refinement and reflection throughout various assessment strategies across the unit. Students write their own <a href="http://www/ebi">www/ebi</a> statements after each Progress Point assessment to move their learning forward.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers and students continually review and reflect through assessments, following on from each unit / progress point, pupils set a target for development during the next progress period, based on the topics and grammar studied. Pupils are encouraged to set a specific target to address and improve upon during the following unit.</p> <p>Teachers review and analyse data using tools such as SISRA and marksheets. Student voice and surveys are also used to inform planning.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Keywords and spelling tests are used consistently throughout each unit.</p> <p>Reading for gist and reading comprehension tasks are part of our scheme of work.</p> <p>Reading aloud is part of every lesson to practise the sound-spelling relationship.</p> <p>Authentic texts are used with increasing confidence. Our pen-pal letters are used effectively to provide a reading frame.</p>
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What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?

**Literacy:** Correct spelling of topic specific vocabulary is taught throughout KS3 and a vocabulary booklet is provided for each year group.

**Numeracy:** Calculation, statistics, dates and prices develop numeracy.

**Oracy:** Pupils are encouraged to deliver mini-presentations using a greater amount of complex language and structures as they pass through KS3. They also discuss their own work and peer assess to review oral competency at the end of each topic

**SMSC:** Knowledge of a wide range of Hispanic culture and lifestyle topics. Focus on Hispanic festivals and customs as well as traditions such as Christmas and Easter or food in the Hispanic world.

By the end of Y9 a student of Spanish can **communicate effectively** in a variety of contexts, is **confident, engaged, curious** about cultural understanding of the Hispanic world and fully equipped to take up Spanish beyond KS3 *regardless of their social status* (disadvantaged)