

SPANISH

Learning a foreign language is a crucial part of a child's academic and social development, allowing them to become more knowledgeable about the world around them, and to develop their skills and confidence to participate in an increasingly global society. Learning a language provides students with academic and cultural capital that will enable them to be well educated citizens and afford them opportunities to interact more widely with others in their life post CVC. At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress. In Spanish these strategies include using mini whiteboards to ask questions and give feedback to the whole class, regular short progress checks and frequent whole class questioning and feedback.

All Y9 pupils have access to www.sentencebuilders.com. To access the precise language that pupils will be studying, pupils should log on and navigate through 'resources' to 'school resources' and there they will find a folder of all the key knowledge for their year group in an accessible format, with a huge range of opportunities to practise what they have been studying in school.

Each subunit typically lasts 7 lessons and at the end of each full unit, pupils review learning from previous units with a view to working on increasing their fluency and ability to use the language they have learnt at speed, particularly in spoken French. Assessments may also build in work from previous units so that pupils are always building on what they have learnt before.

Autumn Term

Topic	Saying where I live and saying where my town is located	Saying what I can do in my neighbourhood and what you did recently in your neighbourhood
Key grammar and language functions	The use of Ser vs Estar for description/location/state/temporary vs permanent	The use of modal verb + infinitive structures, use of impersonal pronouns "se" and first person of common preterite verbs
Summative Assessment Strategies	Reading and listening	
How does this unit prepare students for future study?	Pupils are exposed to a range of key Spanish phonics and are able to produce the language at a sentence level, including using ser/estar correctly across the verb paradigm. This is continued in the next subunit.	Pupils continue to work on key Spanish phonics and build on their knowledge of the past tense. They can now use se puede structures in a range of contexts and can apply the structure of se puede to a range of topics.

Topic	Taking about your daily routine	Talking about a typical day at school	What I did and am going to do at the weekend	Talking about a typical day in the past, present and near future
Key grammar and language functions	Continuing work on present tense reflexive and non-reflexive verbs as well as the present tense of modal verbs	The present tense of modal verbs in positive and negative	The preterite and near future of common verbs (irregular and regular).	The use of modal verbs across tenses and the use of first-person singular verbs across past, present and future.
Summative Assessment Strategies	Grammar test and translation into Spanish		Mid-year assessment writing – focus on past, present and future	
How does this unit prepare students for future study?	Pupils are exposed to a range of key Spanish phonics and this unit will continue to build on the students' ability to develop fluency in the present tense using reflexives and support GCSE learning.	Pupils are exposed to a range of key Spanish phonics and this unit will continue to build on the students' ability to develop fluency in the present tense using both regular and irregular verbs and support GCSE learning.	This unit covers essential vocabulary and grammar for talking about free time in the past and future. This is required constantly during KS4 study.	Pupils are exposed to a range of key Spanish phonics and this unit will support students' ability to speak fluently using three tenses in preparation for the GCSE exam.

Summer Term

Topic	Talking about a past holiday	Talking about what my family, friends and I did on holiday and giving an opinion	When I went to La Tomatina	Talking about a day trip to Cadiz and Sevilla
Key grammar and language functions	The use of preterite [past] tense regular verbs, the verb ir and the imperfect [past] tense for description.	The use of preterite [past] tense and the use of “ <i>para</i> ” [for]	The use of the preterite and modal verbs to describe what you must and must not do at the festival.	The use of the preterite [past] and near future tenses and some use of the imperfect [past] tense.
Summative Assessment	Reading and listening		End of year exam. Writing with content from across Y9.	
How does this unit prepare students for future study?	This unit will continue to build on students’ use of the past tense and support them to develop their understanding of past tense phrases in preparation for the GCSE.	This unit will continue to build on students’ use of opinion phrases to describe past events and develop skills to help students narrate and decipher past events in preparation for the GCSE.	This unit will continue to build on students’ use of the past tense to use more sophisticated vocabulary in their own work to support their writing and speaking within the GCSE framework as well as supporting their knowledge and piquing their interest regarding festivals in the Spanish speaking world.	This unit will continue to build on students’ use of three tenses: preterite, near future and imperfect to support complexity in all skill areas within the GCSE framework.