

Spanish Key Stage 3

The MFL Department at Eastlea - What is our Vision!

The curriculum we offer our students at Eastlea reflects the aims and aspirations we have for them. Therefore, we plan to:

Give them the knowledge, understanding and skills to progress onto the next stage of their education, irrespective of their prior attainment, background or ethnicity.

- The purpose of studying a foreign language is to provide our students at Eastlea an opening to other cultures. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment.
- The Modern Foreign Languages Curriculum aims to produce confident, capable and articulate linguists who can work independently in their Speaking and Writing with a range of vocabulary, tenses and complex structures.
- Our students are able to express opinions and offer justifications.
- Learning is themed around real world topics and issues which gradually introduces increasingly complex levels of language in order to cater for students at all levels and abilities

Produce students with high aspirations, resilience and independence so that they can maximise the opportunities they are given to progress.

With the new government drive to ensure that 75% of students do an English Baccalaureate, students are provided with a well-planned and challenging curriculum.

- An opportunity is also given to Students of all ability ranges to choose languages, if they wish to study a language at KS4 High expectations are consistently applied in most lessons.
- Students are encouraged to take risks and are constantly rewarded by doing so.
- Most Students are given opportunities to succeed and make the expected progress in lessons. Those who exceed expectations in terms of effort, attainment and achievement are nominated and celebrated in front of their parents.

Provide a broad curriculum with flexible pathways through the key stages to allow students to maximise their attainment by developing the skills and talents they already hold.

- We provide students with opportunities to master the four skill areas of Listening, Speaking, Reading and Writing.
- Students are constantly given opportunities to learn and work from memory to ensure they are fully prepared for the demands of the new GCSE.
- Memory assignments are regularly set to students on a regular basis, in order for them to enhance their retention and remembering skills, in readiness for speaking and writing exams.

Our students will become confident individuals who are able to live safe, healthy and fulfilling lives

- They will become responsible citizens who make a positive contribution to society
- They will understand and respond to spoken and written language from a variety of authentic sources
- They will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

They will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

They will discover and develop an appreciation of a range of writing in the language studied.

Teaching and Learning format in MFL at KS3

There are four main strands/ skills in Spanish which are: – listening, speaking, reading and writing.

Listening – The aim is that our students understand and respond to spoken and written language from a variety of authentic sources.

Speaking – The aim is that our students speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation

Reading – The aim is that our students develop an appreciation of a range of written texts in a variety of subject areas called Themes. It is also the aim to develop linguistic competence by showing comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details and providing an accurate English translation of short, suitable material. We develop students' curiosity by reading literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture.

Writing – The aim is that our students can write at varying length, for different purposes and audiences, using. The variety of grammatical structures that they have learnt. We encourage our students by developing the writing of prose and increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions and translate short written text accurately into the foreign language

Provide students with a range of enrichment opportunities to help them become responsible citizens who can make a positive contribution to society.

- European Day of Languages is celebrated each year to celebrate diversity and difference.

- The Language Department organises a French trip every two years to develop an awareness and understanding of France, its people and culture. Learning a language is important. We aim to challenge the view that learning a language is not necessary.
- We provide extracurricular study clubs at various points throughout the week including one to one opportunities. Our language assistants run Spanish and French Enrichment and cultural sessions during a number of lunch times and after school
- We offer after-school/Easter/twilight revision sessions to highlight the importance of hard work, independence and co-operation in order to be a successful and productive member of society.

Ensure that there a cross curricular element of our area, which makes us an integral part of the wider Eastlea community

Through the teaching of a wide variety of topics and grammar, the MFL curriculum intends to support the wider school curriculum in areas like Science, Maths, DT, Art, History, etc by allowing students to transfer skills from a classroom to another. As success in public examinations in MFL is a pre-requisite for the pursuance of courses in further education and certain careers, our curriculum intention is to allow students to maximise their potential in a foreign language so that they have every opportunity available when they leave school.

List of useful websites for MFL Resources

www.mflresources.org.uk/

www.languagesonline.com

www.linksintolanguages.ac.uk - includes French phonics add: /resources/2558

<http://leicestercitylanguages.typepad.com/sbr/french-phonics-and-pronunciation/>

www.languagesresources.co.uk

www.linguascope.com

www.duolingo.com

[www.bbcbitessizehttps://studyfrench.com](https://studyfrench.com) (Very detailed grammar explanations and practice tasks, including tests. For some of the tasks you need to subscribe and pay but there are enough free resources available to everyone.)

[www.bbcbitessizehttps://studyspanish.com](https://studyspanish.com) (Very detailed grammar explanations and practice tasks, including tests. For some of the tasks you need to subscribe and pay but there are enough free resources available to everyone.)

<http://www.sunderlandschools.org/mfl-sunderland/resources-french.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

<http://www.listenlive.eu/france.html> - French radio stations

<http://www.monguotidien.fr/> -French news for 10-14 yr olds www.inpes.fr

<http://www.france24.com/en/livefeed>

www.bbc.co.uk/languages/spanish

<http://es.maryglasgowplus.com/students>

www.aga.org.uk



Google:

TinTin

Tom Tom et Nana

KS3 Spanish Programmes of Study

YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Módulo 1 Mi vida Unit 1 ¿Cómo te llamas? Introduce yourself Say where you live, what languages you speak and your nationality Unit 2 ¿Qué tipo de persona eres? Talking about your personality. Using adjectives that end in o/a . Unit 3 ¿Tienes hermanos? Talking about age brothers and sisters. Using the verb tener (to have). Unit 4 ¿Cuándo es tu cumpleaños? Saying when your birthday is Using numbers and the alphabet Unit 5 ¿Tienes mascotas?	Módulo 2 Mi tiempo libre Unit 1 ¿Qué te gusta hacer? Saying what you like to do Giving opinions using me gusta + infinitive Unit 2 ¿Cantas karaoke? Saying what you do in your spare time Using -ar verbs in the present tens Unit 3 ¿Qué haces cuando llueve? Talking about the weather Using cuando (when) Unit 4 ¿Qué deportes haces? Saying what sports you do Using hacer (to do) and jugar (to play) Unit 5 ¿Eres fanático? Reading about different hobbies	Módulo 3 Mi insti Unit 1 ¿Qué estudias? Saying what subjects you study Using -ar verbs to say what 'we' do Unit 2 ¿Te gustan las ciencias? Giving opinions about school subjects Using me gusta(n) + el/la/los/las Unit 3 ¿Qué hay en tu insti? Describing your school Using the words for 'a', 'some' and 'the' Unit 4 Durante el recreo Talking about break time Using -er and -ir verbs'	Módulo 4 Mi familia y mis amigos Unit 1 ¿Cuántas personas hay en tu familia? Describing your family Using possessive adjectives Unit 2 ¿De qué color tienes los ojos? Describing your hair and eye colour Using verbs ser and tener Unit 4 ¿Cómo es? Saying what other people look like Using verbs in the third person	Módulo 4 (cont.) Mi familia y mis amigos Unit 5 ¿Cómo es tu casa o tu piso? Describing where you live Using the verb estar (to be) Unit 6 El carnaval en familia Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary Módulo 5 Mi ciudad Unit 1 ¿Qué hay en tu ciudad? Describing your town or village Using 'a', 'some' and 'many' in Spanish	Módulo 5 (cont.) Mi ciudad Unit 3 En la cafetería Ordering in a café Using the verb querer (to want) Unit 4 ¿Qué vas a hacer? Saying what you are going to do at the weekend Using the near future tense Unit 5 ¿Te gusta tu ciudad? Understanding people describing their town Listening for detail Unit 6 Revision and Assessment Reinforcement and extension; reading material; activities based on the video material

Talking about your pets Making adjectives agree with nouns Unit 6 Cómo soy... Writing a text for a time capsule Adding variety to your writing	Understanding more challenging texts Unit 6 ¿Qué haces en tu tiempo libre? Taking part in a longer conversation Using question words	Unit 5 ¿Te gusta tu instituto? Understanding details about schools Using prediction as a listening strategy		Unit 2 ¿Qué haces en la ciudad? Telling the time Using the verb ir (to go)	
Reading and Translation assessment	Speaking assessment	Listening assessment	Reading assessment	Speaking and Writing assessment	End of Year assessment

YEAR 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Módulo 1 Mis vacaciones Unit 1 De vacaciones Talking about a past holiday Using the preterite of ir Unit 2 ¿Qué hiciste? Saying what you did on holiday Using the preterite of regular -ar verbs Unit 3 El último día Describing the last day on holiday	Módulo 2 Todo sobre mi vida Unit 1 Mi vida, mi móvil Saying what you use your phone for Revising the present tense Unit 2 ¿Qué tipo de música te gusta? Saying what type of music you like Giving a range of opinions Unit 3 Prefiero las comedias	Módulo 3 ¡A comer! Unit 1 ¿Qué te gusta comer? Saying what food you like Using a wider range of opinions Unit 2 ¿Qué desayunas? Describing mealtimes Using negatives Unit 3 En el restaurant Ordering a meal Using usted / ustedes	Módulo 4 ¿Qué hacemos? Unit 1 ¿Te gustaría ir al cine? Arranging to go out Using me gustaría + infinitive Unit 2 Lo siento, no puedo Making excuses Using querer and poder Unit 3 ¿Cómo te preparas? Discussing getting ready to go out	Módulo 4 (cont.) ¿Qué hacemos? Unit 4 ¿Qué vas a llevar? Talking about clothes Saying 'this/these' Unit 5 ¡Hoy partido! Talking about sporting events Using three tenses Módulo 5 Operación verano Unit 1 ¿Qué casa prefieres?	Módulo 5 (cont.) Operación verano Unit 3 ¿Dónde está? Asking for directions Using the imperative Unit 4 Campamentos de verano Talking about summer camps Learning more about using three tenses Unit 5 ¡Destinos! Describing a world trip Tackling challenging listening

<p>Using the preterite of -er and --ir verbs</p> <p>Unit 4 ¿Cómo te fue? Saying what your holiday was like Using the preterite of ser</p> <p>Unit 5 El verano pasado Giving a presentation about your holiday Making your sentences interesting</p> <p>Unit 6 ¡Vaya vacaciones! Using the present and the preterite together Describing an amazing holiday</p>	<p>Talking about TV Using the comparative</p> <p>Unit 4 ¿Qué hiciste ayer? Saying what you did yesterday</p> <p>Using the present and the preterite</p> <p>Unit 4 Mi guía Understanding a TV guide Tackling an authentic text</p> <p>Unit 5 Mi vida, tu vida Learning about young people's lives Using two tenses in the 'he/she' form</p>	<p>Unit 4 ¿Qué vamos a comprar? Discussing what to buy for a party Using the near future</p> <p>Unit 5 ¡Fiesta! Giving an account of a party Using three tenses together</p> <p>Unit 4 Revision and assessment Reinforcement and extension; reading material; activities based on the video material</p>	<p>Using reflexive verbs Saying what other people look like Using verbs in the third person</p>	<p>Describing a holiday home Discovering more about the comparative</p> <p>Unit 2 ¿Qué se puede hacer en...? Describing holiday activities Using the superlative</p>	<p>Unit 6 Revision and assessment Reinforcement and extension; reading material; activities based on the video material;</p>
Reading, Translation and Writing assessment	Speaking assessment (role play)	Listening assessment	Reading and translation assessment	Speaking assessment (picture-based discussion)	End of Year assessment: Reading, Translation, Writing and Listening

YEAR 9

Autumn one (8 wks)	Autumn two (7wks)	Spring one (6 wks)	Spring two (5 wks)	Summer one (6.5 wks)	Summer two (6.5 wks)
Theme: 1 We are like this	Theme: 3	Theme: 2 Keeping fit	Theme: 2	Theme: 2	Theme: 1,2,3

<p>Module 1 Talking about things I like</p> <p>Talking about your week</p> <p>Talking about films</p> <p>Talking about a birthday</p> <p>Talking about life as a celebrity</p> <p>Understanding descriptions of days out</p>	<p>Saying what you have to do at work</p> <p>Module 2 Get oriented</p> <p>Saying what you have to do at work</p> <p>Saying what job you would like to do</p> <p>Talking about your future</p> <p>Describing your job</p> <p>Writing skills</p>	<p>Module 3 Talking about diet</p> <p>Talking about an active lifestyle</p> <p>Talking about your daily routine</p> <p>Talking about getting fit</p> <p>Talking about ailments</p>	<p>Young people in action</p> <p>Module 4 Talking about children's rights</p> <p>Talking about fair trade</p> <p>Talking about recycling</p> <p>Talking about how a town has changed</p>	<p>An adventure in Madrid</p> <p>Module 5 Meeting people</p> <p>Talking about treasure hunt</p> <p>Discussing buying souvenirs</p> <p>Saying what you will do</p>	<p>Consolidation of all Themes</p> <p>Exam skills Speaking component: Role-plays Photocard General Conversation</p>
<p>Formative assessment: Reading: translation from Spanish to English. Writing</p>	<p>Summative assessment Reading assessment Listening assessment Speaking assessment</p>	<p>Formative assessment: Reading: translation from Spanish to English. Writing</p>	<p>Summative assessment Reading Listening assessment Speaking assessment Writing assessment</p>	<p>Formative assessment: Reading: translation from Spanish to English. Writing</p>	<p>End of Term Assessment Summative assessment: (All 4 skills).</p>