



*“If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”* Nelson Mandela

## MFL Curriculum Intent / Progression 2023-24 ( Spanish )

### **Purpose of study**

Learning a foreign language is an empowering experience. It provides an opening to other cultures. Spanish is the second most spoken language in the world. A high-quality language education at St Joseph’s will foster students’ curiosity and deepen their understanding of the world. Our teaching will enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for students to communicate for practical purposes through the recycling of core structures, learn new ways of thinking and the strategies needed to interact with authentic materials in the original language. Classes where Spanish is offered provides students with a second foreign language. Students studying Spanish will have the opportunity to study 2 languages for GCSE offering a dual linguist status on CVs.

### **Curriculum Aims**

The national curriculum for languages aims to ensure that all students:

- Understand and respond to spoken and written language from a variety of authentic sources.
- 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.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

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These aims are delivered through the curriculum outlined below. The expectation is that the majority of students will move through the programmes of study at broadly the same pace. However, decisions about when to progress and support should always be based on the security of students' understanding and their readiness to progress to the next stage. Students who grasp concepts rapidly are challenged through being offered rich and challenging language adaptations and manipulation before any acceleration through new content. Those who are not sufficiently fluent with earlier material are encouraged to consolidate their understanding, through additional practice, before moving on. But learning a language is more than the curriculum.

### Life skill aims

- ✓ **Improve your career prospects**
- ✓ **Enhance your communication skills**
- ✓ **Increase your brain power**
- ✓ **Enjoy travel more**
- ✓ **Understand other cultures**
- ✓ **Enjoy literature, music and films in other languages**

### Subject content

Teaching of Spanish will build on the foundations of language learning laid at key stage 2, and the skills acquired from learning French. Teaching will focus on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable students to understand and communicate personal and factual information, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

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Throughout the course students will be taught to:

### **Grammar and vocabulary**

- Identify and use tenses or other structures which convey the present, past, and future.
- Use and manipulate a variety of key grammatical structures and patterns.
- Develop and use a wide-ranging and deepening vocabulary, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation.

### **Linguistic competence**

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials, understanding important ideas and details, and provide an accurate English translation of short, suitable material.
- Read 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.
- Write extended text using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate written text accurately into the foreign language.

These aspects will be interwoven throughout the course, gradually increasing in length and complexity.

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### Assessment

Students are regularly assessed in class with low stake tasks – often self / peer marked to improve student self-efficacy.

KS3 students will see 2 key tasks in each cycle. Key tasks over the course of the year will cover all 4 skill areas.

Listening and reading key tasks will check for student understanding of content covered so far and will allow for diagnostic marking.

Productive Key tasks in writing and speaking will be timed at the end of units and will be a cumulative test of all aspects of the course which has been covered.

When students progress to KS4 they will see 3 key tasks in each cycle. Again, key tasks over the course of the year will cover all 4 skill areas and will use past exam or sample exam questions so that students gain confidence in the range and type of exam questions and use AQA mark schemes in Closing The Loop lessons so they have a deeper understanding of mark schemes and exam criteria.

All assessments will be followed by a closing the loop activity. The students will carry out tasks to repair misconceptions or improve their work.

Each Ks3 and KS4 lesson will contain an element of retrieval practice. This will often take the shape of a low stakes test at the start of the lesson. Tasks revisit learning from previous topics ensuring that students are continually exposed to key concepts and language.



Progression model

Year 8 ( 2023/24)

Spanish teaching as a second foreign language will begin in y8

In Year 8, lessons have a similar focus to structures and topics covered in y7 French but prior exposure to this will ensure learning can move at a faster pace.

Lessons will focus with Gianfranco Conti’s Extensive Processing Instruction methodology (EPI). Students use sentences builders so they are able to communicate in full sentences immediately. As students’ familiarity with the structures in the sentence builders increases, they begin to communicate without having to use the sentence builders. As a result, students are able to produce language spontaneously and with increasing fluency and more accurate pronunciation. In order to reduce cognitive load, students are introduced to different grammatical structures through the use of sentence builders and, if appropriate, ‘pop up’ grammar lessons take place to introduce students to the grammatical rules once they are confident with the key structures.

Cycle 1	Cycle 2	Cycle 3
<p style="text-align: center;"><u>Todo Sobre Mí</u></p> <p><b>CONTENT:</b> In this cycle, students learn to ask and answer questions about themselves and family – such as personal information, describing themselves and others and talking about what they like to do.</p> <p><b>GRAMMAR:</b> They are introduced to adjectives, adjectival agreements and the gender of nouns. Present tense verbs are introduced – <i>ser and tener</i> in the 1st and 3<sup>rd</sup> person. Comparisons structures are introduced as well as quantifiers. Opinions</p>	<p style="text-align: center;"><u>El Mundo</u></p> <p><b>CONTENT:</b> Students build on knowledge acquired in Cycle 1 to help them to talk about where they live – their house and town. Students then will use the past tense to describe a visit to Spain to include cultural learning of the country and some traditions.</p> <p><b>GRAMMAR:</b> Students learn how recycle the verb <i>tener</i>, this time in the context of their house and town. Use of <i>hay / no hay</i> and opinions recycled and deepened. Introduction of the preterite tense</p>	<p style="text-align: center;"><u>Al Colegio</u></p> <p><b>CONTENT:</b> Students will recycle structures seen in the previous two cycles, beginning to see how language can be manipulated. They will learn how to ask and answer questions about subjects they study, their teachers, uniform. Use of the time will be introduced to discuss timetables. They will be introduced to the near future tense to describe their plans for the summer holidays. Using a variety of time frames is essential for success at GCSE .</p>

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<p>are introduced to discuss their likes and dislikes. Giving opinions is a core element in GCSE languages.</p> <p><b>SKILLS:</b> Students look at the core language structures needed to communicate. They encounter these structures in a variety of contexts linked to describing themselves and others in order to develop transferability.</p>	<p><b>SKILLS:</b> Students recycle core language learnt in the first cycle, in order to describe house and town. They also learn how to ask and answer questions about a past holiday / trip, expressing opinions and giving reasons for their opinions.</p>	<p><b>GRAMMAR:</b> Students will be introduced to a wider range of adjectives so they can give reasons for liking/disliking specific subjects. The future tense is introduced with recycling of infinitive verbs from Cycle 1.</p> <p><b>SKILLS:</b> Students continue to recycle language and previous grammar in this cycle. Focussing on asking and answering questions and extending answers in written and spoken responses.</p>
<p><b>Opportunities for cultural capital:</b> Students will consider the Hispanic world throughout their learning and the culture of these countries. Students will look at authentic materials from the Hispanic world. Use of videos to show cultural elements in lessons. Students will develop their lexicon in English, especially in relation to the function of language.</p>		

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Year 9 ( 2023/24)

**Spanish teaching as a second foreign language will begin in y9 for his year group**

In Year 9, lessons have a similar focus to structures and topics covered in French but prior exposure to these topics, structures and grammar learning will ensure learning can move at a faster pace.

This y9 Scheme of Learning is designed to accelerate students learning in Spanish. Students will use sentence builders so they are able to communicate in full sentences in new contexts immediately. As students’ familiarity with the structures in the sentence builders increases, they begin to communicate without having to use the sentence builders. As a result, students are able to produce language spontaneously and with increasing fluency and more accurate pronunciation. In order to reduce cognitive load, students are introduced to different grammatical structures through the use of sentence builders and, if appropriate, ‘pop up’ grammar lessons will take place to introduce students to the grammatical rules once they are confident with the key structures.

Cycle 1	Cycle 2	Cycle 3
<p style="text-align: center;"><b><u>Todo Sobre Mí</u></b></p> <p><b>CONTENT:</b> In this cycle, students learn to ask and answer questions about themselves and family – such as personal information, describing themselves and others and talking about what they like to do including use of technology in their life. They will also learn to describe where they live.</p> <p><b>GRAMMAR:</b> They are introduced to adjectives, adjectival agreements and the gender of nouns. Present tense verbs are introduced – <i>ser and tener</i> in the 1st and 3<sup>rd</sup> person. Opinions are introduced to discuss their likes and dislikes. Giving opinions is a</p>	<p style="text-align: center;"><b><u>Al Colegio</u></b></p> <p><b>CONTENT:</b> Students will recycle structures seen in Cycle 1, beginning to see how language can be manipulated. They will learn how to ask and answer questions about subjects they study and their teachers They will be introduced to the near future tense to describe their future jobs. Recycling of this tense is also used to discuss eating habits and plans to lead a healthy lifestyle. Confidence in using different time frames is essential for success at GCSE .</p> <p><b>GRAMMAR:</b> Students will be introduced to a wider range of adjectives so they can give reasons for liking/disliking specific subjects.</p>	<p style="text-align: center;"><b><u>En El Pasado</u></b></p> <p><b>CONTENT:</b> Students will be exposed to cultural elements in this cycle to learn about customs and traditions. They will also use the preterite tense to describe a previous holiday / trip. Using the imperfect tense students will describe their likes and dislikes of TV/ films / celebrities when they were younger.</p> <p><b>GRAMMAR:</b> Students’ written work will be more developed and include three different</p>

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<p>core element in GCSE languages. The use of <i>hay / no hay</i> is introduced.</p> <p><b>SKILLS:</b> Students look at the core language structures needed to communicate. They encounter these structures in a variety of contexts linked to describing themselves and their hobbies in order to develop transferability.</p>	<p>The future tense is introduced with recycling of infinitive verbs from Cycle 1.</p> <p><b>SKILLS:</b> Students continue to recycle language and previous grammar in this cycle. Focussing on asking and answering questions and extending answers in written and spoken responses.</p>	<p>time frames. Students will use opinions and justifications with confidence.</p> <p><b>SKILLS:</b> Students will be reading and listening to more extended texts in order to deepen their knowledge and understanding. Students manipulation of language is more confident and accurate.</p>
<p><b>Opportunities for cultural capital:</b> Holiday destinations in Spain, knowledge of Spanish cities, festivals and customs in Spain and the Hispanic world. Students continue to develop their lexicon in English, especially in relation to the function of language.</p>		



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**KS4 ( for teaching 2024-25) Content TBC when Specifications are fully accredited**

We follow a 2-year GCSE course although many topics will have been introduced from y7 – 9. These topics will now be given greater depth with a widening range of language and structures. Greater use of authentic texts and exam papers will be used although we still aim to deliver teaching to cover our core intentions of language learning.

Many grammar elements required for GCSE have also been covered and will now ensure students have a secure understanding and manipulation of all grammar points.

**Year 10**

Cycle 1	Cycle 2	Cycle3
<u>Unit 1 &amp; 2</u> <b>Identity &amp; Relationships +                      Healthy Lifestyles</b>	<u>Unit 3 &amp; 4</u> <b>Education &amp; work +                      Free time Activities</b>	<u>Unit 5</u> <b>Customs, festivals &amp; celebrations</b>

**Year 11**

Cycle 1	Cycle 2	Cycle 3
<u>Unit 5 &amp; 6</u> <b>Celebrity Culture +                      Travel and Tourism</b>	<u>Unit 7 and exam skills</u> <b>Media and Technology +                      The environment and where people live</b>	<u>Exam skills</u>

In following this progression model, students who wish to carry on learning Spanish at A level should be well equipped to do so. Students should leave key stage 4 with a strong grammatical understanding, an ability to manipulate language to speak spontaneously and a rich vocabulary. This should ensure that the students are able to start key stage 5 Spanish with the skills needed to be successful in the course. The key stage 5 course at St. Joseph’s begins with the topic of The Changing Family. A topic covered in key stage 4 ensuring that students have the core vocabulary needed in order to begin the course and start to work with more complex phraseology and grammar.