

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Phonics and pronunciation rules to raise confidence in oracy ❖ Sentence formation ❖ Syntax awareness ❖ Key vocabulary ❖ Oracy through independent speaking practice ❖ Peer reading aloud 	<p>Respect:</p> <ul style="list-style-type: none"> ● Clear boundaries, ● learning to listen to one another and respect other cultures. <p>Ambition:</p> <ul style="list-style-type: none"> ● Aiming to go beyond a simple response when speaking or writing in Spanish. <p>Compassion:</p> <ul style="list-style-type: none"> ● Being encouraging and patient with others who are learning too. <p>Courage:</p> <ul style="list-style-type: none"> ● Showing resilience when responding in Spanish. <p>Dignity:</p> <ul style="list-style-type: none"> ● Approaching challenges calmly and positively. 	<ul style="list-style-type: none"> ● Oracy skills ● Communication skills ● Listening to others ● Building resilience 	<ul style="list-style-type: none"> ● Reading & listening to Hispanic children and how their lives differ or are the same ● Discover where children in other countries live, how does this compare to them? ● Learning about different cities in the target language countries ● Experiment with own and others' ideas ● Self-reflective of own performances which leads to improvements ● Listen to and act on feedback and improve ● Believe in and have high expectations of yourself ● Speak with confidence to a range of audiences 	<ul style="list-style-type: none"> ● We use a range of texts and resources that are representative of a wide range of backgrounds and genders.

Formal Assessments (Title/Date)		Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ AUTUMN TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (NOV-DEC) ❖ SPRING TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MARCH-APRIL) ❖ END OF YEAR ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MAY-JUNE) 		<ul style="list-style-type: none"> ● Languagenut flipped learning 	<ul style="list-style-type: none"> ● Languagenut vocabulary learning tasks to be set fortnightly
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
INTRODUCTIONS & CLASSROOM LANGUAGE/ MI VIDA <i>6 weeks</i>	<ul style="list-style-type: none"> ● Greetings and getting used to Spanish pronunciation. ● Understanding classroom language ● Introducing yourself. Talking about your personality. ● My age and family Talking about age, brothers and sisters. ● Using the verb tener(to have). ● The alphabet and the numbers. ● Saying when your birthday is using numbers and the alphabet. ● My pets. Talking about your pets: Making adjectives agree with nouns ● Definite articles (el/la/los/las) ● Adjectives that end in -o or -a ● Pronunciation of n and ● Connectives: y, también, pero 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Me, my family and friends <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC → Geography: Spanish-speaking countries, weather, climate, maps → English: grammatical terms <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Confident pronunciation 	<ul style="list-style-type: none"> ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by: ● 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 & 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 from a range of different sources, understanding the purpose, 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

<p>Mi tiempo libre (Free time)</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Describing what you like/dislike to do. ● Giving opinions using me gusta + infinitive ● Discussing what you do in your spare time ● Using -ar verbs in the present tense ● The weather : Using cuando (when) ● Saying what sports you do ● Using hacer (to do) and jugar (to play) ● Understanding more challenging texts ● Taking part in a longer conversation ● Using question words ● Grammatical structures (irregular verbs) ● Opinions and discussions. Listening and responding. ● Learning about Christmas in Spain “Los Reyes Magos” .Learning about the Day of the Three Kings. ● Pronunciation of j and d ● Using porque to give a reason ● Present tense of regular -ar verbs (full paradigm) ● Expressions of frequency: todos los días, a veces, nunca, de vez en cuando. ● The infinitive and the three verb endings (-ar, -er, -ir) ● Present tense -ar verbs (hablar) ● Stem-changing verbs (jugar) ● Irregular verbs (hacer) ● Verbs with the infinitive 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time activities → Cultures and festivals in Spanish speaking countries. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural- teenage life in Spanish speaking countries. → SMSC-pair work <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Confident pronunciation → Giving opinions 	<ul style="list-style-type: none"> ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Use accurate grammar, spelling and punctuation ● 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 & 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 from a range of different sources, understanding the purpose, 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
<p>Mi insti- School and timetable</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● The subjects I study. Saying what subjects you study. Using -ar verbs to say what ‘we’ do ● Using -ar verbs to say what ‘we’ do ● Description of my school. Giving opinions about school subjects ● Using me gusta(n) + el/la/los/las ● Describing your school ● Using the words for ‘a’, ‘some’ and ‘the2 ● Talking about break time 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 3: Current and future study and employment : My studies <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – school day comparison → SMSC- pair work 	<ul style="list-style-type: none"> ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Use accurate grammar, spelling and punctuation ● 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

	<ul style="list-style-type: none"> ● Understanding details about schools ● Writing a longer text about your school ● Checking your written work is accurate ● Likes and dislikes ,me gusta/me gustan, me encanta/me encantan ● Adjectives (agreement with sing., plural, masc., fem. nouns) ● Indefinite articles ● Present tense verbs (regular -ar, -er and -ir verbs) ● Present tense of regular -er and -ir verbs (full paradigms) ● Use of sequencers to extend writing, e.g. primero, luego, normalmente, a veces, 	<p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Confident pronunciation → Giving and justifying opinions. 	<ul style="list-style-type: none"> ● Initiate and develop conversations, coping with unfamiliar language and unexpected responses ● Express & 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 from a range of different sources, understanding the purpose, 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
<p>Mi familia y amigos- Family and friends</p> <p><i>6 Weeks</i></p>	<ul style="list-style-type: none"> ● My family. Describing your family. Using possessive adjectives ● My hair and eye colour. Describing your hair and eye colour. Using the verbs ser and tener. ● Describing people Creating a video about yourself ● Planning and giving a presentation ● Describing your house ● Possessive adjectives: mi/tu/su and mis/tus/sus ● Adjectives (agreement with nouns) ● Irregular verbs (tener,ser) ● Ser and estar 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture Me, my family and friends → Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Confident pronunciation → Giving opinions 	<ul style="list-style-type: none"> ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by: ● 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 & 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 from a range of different sources, understanding the purpose, important

			<p>ideas and details, and provide an accurate English translation of short, suitable material</p> <ul style="list-style-type: none"> ● 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
<p>Mi ciudad- My city 6 Weeks</p>	<ul style="list-style-type: none"> ● My town or village ¿Qué hay en tu ciudad? Describing your town or village . Using “a” “some” and “many” in Spanish. ● What did you do in your city? ¿Qué haces en tu ciudad? Telling the time in Spanish. ● En la cafetería. Ordering in a café. Using the verbs querer (to want) ● What are you going to do? ¿Qué vas a hacer? Saying what you are going to do during the weekend? ● ¿Te gusta tu ciudad? Did you like your city? Describing what do you like about your city. Using “me gusta”, “no me gusta” Giving personal opinions in Spanish and showing some preferences. ● Checking your written work is accurate ● Likes and dislikes ,me gusta/me gustan, me encanta/me encantan ● Adjectives (agreement with sing., plural, masc., fem. nouns) ● Indefinite articles ● Present tense verbs (regular -ar, -er and -ir verbs) ● Present tense of regular -er and -ir verbs (full paradigms) ● Use of sequencers to extend writing, e.g. primero, luego, normalmente, a veces, 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture Me, my family and friends → Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Confident pronunciation → Giving opinions 	<ul style="list-style-type: none"> ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by: ● 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 & 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 from a range of different sources, understanding the purpose, 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

Year 8 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Phonics and pronunciation rules to raise confidence in oracy ❖ Sentence formation ❖ Syntax awareness ❖ Key vocabulary ❖ Oracy through independent speaking practice ❖ Peer reading aloud 	<p>Respect:</p> <ul style="list-style-type: none"> ● Clear boundaries, ● learning to listen to one another and respect other cultures. <p>Ambition:</p> <ul style="list-style-type: none"> ● Aiming to go beyond a simple response when speaking or writing in Spanish. <p>Compassion:</p> <ul style="list-style-type: none"> ● Being encouraging and patient with others who are learning too. <p>Courage:</p> <ul style="list-style-type: none"> ● Showing resilience when responding in Spanish. <p>Dignity:</p> <ul style="list-style-type: none"> ● Approaching challenges calmly and positively. 	<ul style="list-style-type: none"> ● Oracy skills ● Communication skills ● Listening to others ● Building resilience 	<ul style="list-style-type: none"> ● Reading & listening to Hispanic children and how their lives differ or are the same ● Discover where children in other countries live, how does this compare to them? ● Learning about different cities in the target language countries ● Experiment with own and others' ideas ● Self-reflective of own performances which leads to improvements ● Listen to and act on feedback and improve ● Believe in and have high expectations of yourself ● Speak with confidence to a range of audiences 	<ul style="list-style-type: none"> ● We use a range of texts and resources that are representative of a wide range of backgrounds and genders. ● Food and drink from Hispanic countries ● Hispanic music and television
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ AUTUMN TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (NOV-DEC) ❖ SPRING TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MARCH-APRIL) ❖ END OF YEAR ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MAY-JUNE) 			<ul style="list-style-type: none"> ● Languagenut flipped learning 	<ul style="list-style-type: none"> ● Languagenut vocabulary learning tasks to be set fortnightly

Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing	National Curriculum (<i>including KS2</i>)
<p>Todo sobre mi vida- Technology and media</p> <p>9 Weeks</p>	<ul style="list-style-type: none"> ● My life, my phone. Saying what you use your phone for. Revising the present tense ● What type of Music do you like? Saying what type of music you like. Giving a range of opinions ● I like comedies. Talking about TV . Using the comparative ● What did you do yesterday? Saying what you did yesterday. Using the present and the preterite ● Understanding a TV guide. Tackling an authentic text in Spanish ● My life/ your life . Learning about young people's lives ● Using two tenses in the 'he/she' form ● Present tense of regular -ar, -ir, -er verbs ● Present tense of stem-changing ,verbs (revision) ● Using the 'you' form in questions ● Pronunciation of c (when hard or soft) ● present tense of regular verbs: -ar, -er, -ir and stem-changing using the comparative: más + adjective + que ● Using the present tense and the preterite together. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Technology in every day life <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – Hispanic music/ artistes → SMSC- appreciating differences of opinion <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Confident pronunciation → Giving opinions 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated when students: ● 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, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

			<ul style="list-style-type: none"> ● Write prose using an 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
<p>A comer- Food and drink</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Saying what I like. ¿Qué te gusta comer? .Saying what food you like. Using a wider range of opinions ● ¿Qué desayunas? Describing mealtimes . Using negatives. ● In the restaurant . Ordering a meal. Using usted / ustedes. ● Describing mealtimes. Using negatives ● Ordering a meal ● What do I buy for a party? ¿Qué vamos a comprar? Discussing what to buy for a party. Using the near future ● Party. Giving an account of a party. Using three tenses together ● And you? What do you think? Using coping strategies when speaking ● Responding to what people say.¿Qué comemos? ● Learning about food in other countries ● Using direct pronouns ● Creating a crazy recipe. Making a cookery video 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Technology in every day life/ Customs and Festivals in Hispanic countries → Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region/ Travel and tourism <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – Hispanic music/ artistes → SMSC- appreciating differences of opinion <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Verbs- future tense → Dual verb constructions- use of verb + infinitive → Question words → Confident pronunciation → Giving opinions 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated when students: ● 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, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different sources, understanding the purpose, important

	<ul style="list-style-type: none"> ● Pronunciation of ñ ● Looking for cognate and near-cognates ● Use of desayunar / comer / cenar ● Pronunciation of j and ll ● Using three tenses (present, preterite, near future) together ● -ar verbs: 'we' form of preterite/present tense 		<p>ideas and details, and provide an accurate English translation of short, suitable material</p> <ul style="list-style-type: none"> ● 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 prose using an 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
<p>Qué hacemos?- Going out and staying in 6 Weeks</p>	<ul style="list-style-type: none"> ● Do you like to go to the cinema? Arranging to go out. Using me gustaria+infinitive. ● I am sorry. I can't (Lo siento, no puedo). Making excuses. Using querer and poder. ● How do you get ready ? ¿Cómo te prepares? Discussing getting ready to go out. Using reflexive verbs. ● What are you going to do? ¿Qué vas a hacer? Describing what are you going to do? ● What are you going to wear? ¿Qué vas a llevar? Talking about clothes. Saying "this/ these". ● ¡Hoy partido! Talking about sporting events. Using three tenses. ● Using two tenses in the 'he/she' form ● Present tense of regular -ar, -ir, -er verbs 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time → Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region/ Travel and tourism <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – Hispanic cities → SMSC- appreciating differences of opinion <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Verbs- future tense → Dual verb constructions- use of verb + infinitive → Question words → Confident pronunciation → Giving opinions → Using three time frames together 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated when students: ● 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, making use of important social conventions such as formal modes of address

	<ul style="list-style-type: none"> ● Present tense of stem-changing ,verbs (revision) ● Using the 'you' form in questions ● Pronunciation of c (when hard or soft) ● present tense of regular verbs: -ar, er, -ir and stem-changing using the comparative: más + adjective + que 		<ul style="list-style-type: none"> ● Express & 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 from a range of different sources, understanding the purpose, 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 prose using an 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
<p>De vacaciones- holidays</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● On holidays. Talking about a past holiday. Using the preterite of ir ● What did you do?. Saying what you did on holiday. Using the preterite of regular -ar verbs ● During the last day. Describing the last day on holiday. Using the preterite of -er and -ir verbs ● Did you enjoy ? .Saying what your holiday was like Using the preterite of ser ● Last summer. Giving a presentation about your holiday 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Customs and Festivals in Hispanic countries → Theme 2: Local, national, international and global areas of interest: Travel and tourism <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – Hispanic music/ artistes → SMSC- appreciating differences of opinion <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Verbs- past tense (preterite) → Verbs- future tense 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated when students: ● Listen to a variety of forms of spoken language to obtain information and respond appropriately

	<ul style="list-style-type: none"> ● Making your sentences interesting. Distinguishing between present and preterite verb forms ● 'We' form of -ar verbs in present/preterite ● Using near-cognates and sounds to work out the meaning of new words ● Preterite of regular -ar -er and -ir verbs ● Preterite of -ir and ser ● Negative with no ● Preterite of regular -er and -ir verbs (full paradigm) ● Preterite of ver: vi 	<ul style="list-style-type: none"> → Dual verb constructions- use of verb + infinitive → Question words → Confident pronunciation → Giving opinions 	<ul style="list-style-type: none"> ● Transcribe words and short sentences that they hear with increasing accuracy ● Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different sources, understanding the purpose, 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 prose using an 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, making use of important social conventions such as formal modes of address
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Year 9 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Phonics and pronunciation rules to raise confidence in oracy ❖ Sentence formation ❖ Syntax awareness ❖ Key vocabulary ❖ Oracy through independent speaking practice 	<p>Respect:</p> <ul style="list-style-type: none"> ● Clear boundaries, ● learning to listen to one another and respect other cultures. <p>Ambition:</p> <ul style="list-style-type: none"> ● Aiming to go beyond a simple response when speaking or writing in Spanish. <p>Compassion:</p> <ul style="list-style-type: none"> ● Being encouraging and patient with others who are learning too. <p>Courage:</p> <ul style="list-style-type: none"> ● Showing resilience when responding in Spanish. <p>Dignity:</p> <ul style="list-style-type: none"> ● Approaching challenges calmly and positively. 	<ul style="list-style-type: none"> ● Oracy skills ● Communication skills ● Listening to others ● Building resilience ● Jobs and qualities that are important for specific jobs 	<ul style="list-style-type: none"> ● Reading & listening to Hispanic children and how their lives differ or are the same ● Discover where children in other countries live, how does this compare to them? ● Learning about different cities in the target language countries ● Experiment with own and others' ideas ● Self-reflective of own performances which leads to improvements ● Listen to and act on feedback and improve ● Believe in and have high expectations of yourself ● Speak with confidence to a range of audiences 	<ul style="list-style-type: none"> ● We use a range of texts and resources that are representative of a wide range of backgrounds and genders.
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ AUTUMN TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (NOV-DEC) ❖ SPRING TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MARCH-APRIL) ❖ END OF YEAR ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MAY-JUNE) 			<ul style="list-style-type: none"> ● Languagenut flipped learning 	<ul style="list-style-type: none"> ● Languagenut vocabulary learning tasks to be set fortnightly

Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing	National Curriculum (<i>including KS2</i>)
<p>Somos así- Teenage life</p> <p>8 Weeks</p>	<ul style="list-style-type: none"> ● Talking about things you like. Using gustar with nouns in the present tense ● Using irregular verbs in the present tense ● definite article with opinions ● present tense of ir, hacer, ser (full paradigm) ● pronunciation of Talking about your week ● Using regular verbs in the present tense ● Present tense of regular verbs 9-ar/-er/ir (full paradigm) ● Talking about films ● Using the near future tense ● Birthdays. Talking about a past birthday. Using the preterite tense ● What did you do?. Saying what you did on your birthday. Using the preterite of regular -ar verbs ● Preterite of regular -er and -ir verbs (full paradigm) ● Preterite of ver: vi ● Talking about life as a celebrity 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time → Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region/ Travel and tourism <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – Hispanic cities → SMSC- appreciating differences of opinion <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Verbs- future tense → Verbs- preterite tense → Dual verb constructions- use of verb + infinitive → Question words → Confident pronunciation → Giving opinions → Using three time frames together 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated when students: ● 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, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

	<ul style="list-style-type: none"> Using three tenses together 		<ul style="list-style-type: none"> 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 prose using an 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, making use of important social conventions such as formal modes of address
<p>En forma- health</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> Talking about diet. Using negatives. Using expressions of frequency Talking about an active lifestyle using stem-changing verbs. Talking about your daily routine Using reflexive verbs ¿ Talking about ailments Using different verbs to describe illness Talking about getting fit Using se debe / no se debe + infinitive Developing a conversation about fitness and routine Creating interesting sentences 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time → Theme 2: Local, national, international and global areas of interest: Social issues <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – Hispanic cities → SMSC- appreciating differences of opinion → SMSC- making sensible lifestyle choices <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Verbs- future tense → Verbs- preterite tense → Dual verb constructions- use of se debe + infinitive → Question words → Confident pronunciation → Giving opinions 	<ul style="list-style-type: none"> Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues Use accurate grammar, spelling and punctuation Linguistic competence is demonstrated when students: 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, making use of important social conventions such as formal modes of address Express & develop ideas clearly and with increasing accuracy, both orally and in writing

			<ul style="list-style-type: none"> ● Speak coherently and confidently, with increasingly accurate pronunciation and intonation ● Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, 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 prose using an 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, making use of important social conventions such as formal modes of address
<p>Los jóvenes- young people in action</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Talking about children lives. Using he/she/it form of verbs. ● Talking about childrens rights . Using the verb “poder” + infinitive ● Talking about journeys to school ● Using the comparative ● Talking about environmental issues ● Using the ‘we’ form of verbs ● Reading about world issues 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time → Theme 2: Local, national, international and global areas of interest: Social issues/ Global issues <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Cultural – Hispanic cities → SMSC- appreciating cultural differences and global issues <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Verbs- present tense → Verbs- future tense → Verbs- preterite tense 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated when students: ● Listen to a variety of forms of spoken language to obtain information and respond appropriately

	<ul style="list-style-type: none"> ● Using questions and general knowledge to work out meaning 	<ul style="list-style-type: none"> → Dual verb constructions- use of poder + infinitive → Question words → Confident pronunciation → Giving opinions → Using the comparative 	<ul style="list-style-type: none"> ● Transcribe words and short sentences that they hear with increasing accuracy ● Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different sources, understanding the purpose, 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 prose using an 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, making use of important social conventions such as formal modes of address
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Year 10 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Phonics and pronunciation rules to raise confidence in oracy ❖ Sentence formation ❖ Syntax awareness ❖ Key vocabulary ❖ Oracy through independent speaking practice 	<p>Respect:</p> <ul style="list-style-type: none"> ● Clear boundaries, ● learning to listen to one another and respect other cultures. <p>Ambition:</p> <ul style="list-style-type: none"> ● Aiming to go beyond a simple response when speaking or writing in Spanish. <p>Compassion:</p> <ul style="list-style-type: none"> ● Being encouraging and patient with others who are learning too. <p>Courage:</p> <ul style="list-style-type: none"> ● Showing resilience when responding in Spanish. <p>Dignity:</p> <ul style="list-style-type: none"> ● Approaching challenges calmly and positively 	<p>Knowing an additional language opens up a multitude of future career opportunities. Spanish language skills are becoming increasingly attractive for UK companies, not only due to tourism from the UK to Spain, but also due to Spanish being spoken in over 20 countries. Linguists are also excellent multi taskers and have great communication skills, which make them even more employable.</p>	<ul style="list-style-type: none"> ● Reading & listening to Hispanic children and how their lives differ or are the same ● Discover where children in other countries live, how does this compare to them? ● Learning about different cities in the target language countries ● Experiment with own and others' ideas ● Self-reflective of own performances which leads to improvements ● Listen to and act on feedback and improve ● Believe in and have high expectations of yourself ● Speak with confidence to a range of audiences 	<ul style="list-style-type: none"> ● We use a range of texts and resources that are representative of a wide range of backgrounds and genders.
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ AUTUMN TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (NOV-DEC) ❖ SPRING TERM ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MARCH-APRIL) ❖ END OF YEAR ASSESSMENT- LISTENING/ READING/ WRITING/ SPEAKING (MAY-JUNE) ❖ (FULL SPEAKING MOCK EXAM AT THE END OF YEAR 10) 			<ul style="list-style-type: none"> ● Languagenut flipped learning 	<ul style="list-style-type: none"> ● Languagenut vocabulary learning tasks to be set weekly.

Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing	National Curriculum (<i>including KS2</i>)
<p>Desconectate!</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Discussing holidays and weather- revising the present and preterite tenses. ● Saying what you do in Summer- using the present tense. ● Talking about holiday preferences- using verbs of opinion to refer to different people. ● Describing what you did on holiday: using the preterite tense and different structures to give opinions ● Describing where you stayed- using the imperfect tense. ● Booking accommodation and dealing with problems: using the 'usted' form of the verb. Using questions to form answers. ● Giving an account of a holiday: using three tenses together and a range of positive and negative opinions. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time → Theme 2: Local, national, international and global areas of interest: Travel and Tourism <p>KS3 Link:</p> <ul style="list-style-type: none"> → Year 8- holidays → Year 7- weather (Mi vida) <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Using past preterite/ present and future tenses together → Giving justified opinions → Question words 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by: ● 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, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different sources, understanding the purpose, 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

			<p>ideas, develop creative expression and expand understanding of the language and culture</p> <ul style="list-style-type: none"> ● Write prose using an 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
<p>Mi vida en el insti</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Giving opinions about school subjects ● Describing school facilities ● Describing school uniform and the school day: using a variety of adjectives. ● Discussing subjects and teachers: using comparatives and superlatives. ● Justifying opinions and using a range of language. ● Describing your school: using negatives and comparing then and now. ● Describing school rules and problems: using phrases followed by the infinitive ● Talking about activities and achievements: using object pronouns and saying how long you have been doing something. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 3: Current and future study and employment : My studies/ Jobs, Careers, choices and ambitions <p>KS3 Link:</p> <ul style="list-style-type: none"> → Year 7- Mi insti <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Using past preterite/ present and future tenses together → Imperfect tense → Giving justified opinions → Question words → Dual verb constructions 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by: ● 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, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different

			<p>sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <ul style="list-style-type: none"> ● 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 prose using an 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
<p>Mi gente</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Talking about socialising and family: using verbs in the present tense. ● Describing people: using adjectival agreement. ● Talking about social networks and how you use them: using para+infinitive ● Making arrangements to go out: using the present continuous tense. ● Talking about reading preferences: using a range of connectives and recognising similar ideas expressed differently. ● Describing people: using ser and estar ● Talking about relationships with friends and family: using a range of relationship verbs and referring to the present and the past. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time/ Myself my family and friends/ Technology in every day life <p>KS3 Link:</p> <ul style="list-style-type: none"> → Year 9- Teenage life → Year 8- Media and technology → Year 7- Mi vida <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Using past preterite/ present and future tenses together → Imperfect tense → Giving justified opinions → Question words → Dual verb constructions 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by: ● 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, making use of important social conventions such as formal modes of address ● Express & develop ideas clearly and with increasing accuracy, both orally and in writing

			<ul style="list-style-type: none"> ● Speak coherently and confidently, with increasingly accurate pronunciation and intonation ● Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, 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 prose using an 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
<p>Intereses e influencias</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Talking about free time activities: using stem changing verbs. ● Talking about TV programmes and films: using adjectives of nationality. ● Talking about what you usually do: using soler+ infinitive. ● Talking about sports: using the imperfect tense to say what you used to do. ● Talking about what's trending: using the perfect tense and words that have more than one meaning. ● Discussing different types of entertainment: using algunos/ ciertos/otros/muchos/demasiados/todos accurately. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 1: Identity and Culture : Free time/ Myself my family and friends/ Technology in every day life <p>KS3 Link:</p> <ul style="list-style-type: none"> → Year 9- Teenage life → Year 8- Media and technology → Year 7- Mi vida <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Using past preterite/ present and future tenses together 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by: ● 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

	<ul style="list-style-type: none"> ● Talking about who inspires you: using a range of past tenses. 	<ul style="list-style-type: none"> → Imperfect tense → Giving justified opinions → Question words → Dual verb constructions 	<p>unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p> <ul style="list-style-type: none"> ● Express & 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 from a range of different sources, understanding the purpose, 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 prose using an 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
<p>Ciudades</p> <p>6 Weeks</p>	<ul style="list-style-type: none"> ● Talking about places in a town: asking for and understanding directions. ● Talking about shops: shopping for souvenirs: asking and responding to questions ● Describing the features of a region: using 'se puede' and 'se pueden' ● Planning what to do: using the future tense ● Understanding the geography of Spain. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → Theme 2: Local, national, international and global areas of interest: Travel and Tourism <p>KS3 Link:</p> <ul style="list-style-type: none"> → Year 9- Teenage life → Year 8- Going out and staying in → Year 7- Mi ciudad <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural 	<ul style="list-style-type: none"> ● Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied ● Use and manipulate a variety of key grammatical structures & patterns, including voices & moods, as appropriate ● Develop & use a wide-ranging and deepening vocabulary that goes beyond their immediate needs & interests, allowing them to give and justify opinions & take part in discussion about wider issues ● Use accurate grammar, spelling and punctuation ● Linguistic competence is demonstrated by:

	<ul style="list-style-type: none"> ● Shopping for clothes and presents: using demonstrative adjectives and explaining preferences. ● Talking about problems in a town: using the conditional and synonyms/antonyms. 	<p>→ SMSC</p> <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Using past preterite/ present and future tenses together → Imperfect tense → Giving justified opinions → Question words → Dual verb constructions 	<ul style="list-style-type: none"> ● 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, making use of important social conventions such as formal modes of address ● Express & 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 from a range of different sources, understanding the purpose, 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 prose using an 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
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