



Skills required in reading, writing, speaking and listening in the Spanish language.

- develop their **ability to communicate confidently** and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- **express and develop thoughts** and ideas spontaneously and fluently
- **listen to and understand clearly articulated, standard speech** at near normal speed
- deepen their **knowledge about how language works**
- **enrich their vocabulary** in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire **new knowledge, skills and ways of thinking through the ability to understand** and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop **awareness and understanding of the culture and identity** of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop **language-learning skills** both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop **language strategies**, including repair strategies.

GCSE Assessment criteria

AO1 Listening – understand and respond to different types of spoken language

AO2 Speaking – communicate and interact effectively in speech

AO3 Reading – understand and respond to different types of written language

AO4 Writing – communicate in writing

Year	Week 1-7 (7 weeks)	Week 8-13 (6 weeks)	Week 14-19 (6 weeks)	Week 20-25(6 weeks)	Week 26-32 (6weeks)	32 onwards	Secured
11	Using se puede and se pueden Asking and responding to questions Using the future tense Using exclamations Using demonstrative adjectives Explaining preferences Using tan and tanto Using antonyms Using different tenses together Extending spoken answers	Using me gusta / me gustaría Using quantity expressions Using verbs in the 'we' and 'they' form Working out the meaning of new words Using reflexive verbs in the preterite Inferring meaning in a literary text	Using different ways to express future plans Using 'if' clauses Using lo + adjective Using the 24-hour clock Revising the perfect tense Writing a formal letter Using verbs followed by the infinitive Words with more than one meaning Using the preterite and imperfect together Extending your answers when speaking	Using the superlative Listening for high numbers Using se debería Using synonyms Understanding different tenses Giving extended reasons Using verbs in the third person plural Understanding equivalent expressions An opportunity for students to work on their Reading and Listening skills.	Practice for Speaking exam Practice/convey information and narrate events coherently and confidently, using and adapting language for different purposes <ul style="list-style-type: none"> • speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate • use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events 	Practice for writing communicate effectively in writing for a variety of purposes across a range of specified contexts <ul style="list-style-type: none"> • write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some 	

					<ul style="list-style-type: none">● make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view● use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of Spanish.	<p>more complex forms, to describe and narrate with reference to past, present and future events</p> <ul style="list-style-type: none">● manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register● make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince● translate sentences and	
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						short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.	
Theme/ Focus/ Content	<i>¡Viva! AQA Módulo 5: Ciudades</i> Describing the features of a region Planning what to do Shopping for clothes and presents Talking about problems in a town Describing a visit in the past	<i>¡Viva! AQA Módulo 6: De costumbre</i> Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical foods Comparing different festivals Describing a special day	<i>¡Viva! AQA Módulo 7: ¡A currar!</i> Discussing plans for the future Talking about languages and travel Applying for a summer job Talking about different jobs Discussing job preferences Talking about how you earn money Talking about work experience	<i>¡Viva! AQA Módulo 8: Hacia un mundo mejor</i> Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems Considering global issues Talking about local actions Talking about international sporting events Discussing healthy lifestyles	Student selected theme. Students complete three tasks. Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment. Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment. Task 3 – conversation based on two themes.	All 5 themes. Theme: Identity and culture Theme: Local area, holiday and travel Theme: School Theme: Future aspirations, study and work Theme: International and global dimension	

					The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.		
	Week 1-7 (7 weeks)	Week 8- 13 (6 weeks)	Week 14-20 (7 weeks)	Week 20-25 (7 weeks)	Week 26-31 (6 weeks)	Week 32-37 (6 weeks)	Week 38-39 (2 weeks)
10 AQA Skills Covered	Revising the present and preterite tenses Using the present tense Using verbs of opinion to refer to different people Using the preterite tense Using different structures to give opinions Using the imperfect tense Working out the meaning of new words Listening to identify the person of the verb Using verbs with usted Using questions to form answers	Giving opinions about school subjects Using adjectives Using comparatives and superlatives Justifying opinions using a range of language Using negatives Comparing then and now Using phrases followed by the infinitive Using the near future tense Asking and answering questions Using object pronouns	Using verbs in the present tense Using adjectival agreement Using para with infinitives Extending responses by referring to others Using the present continuous tense Improvising dialogues Using a range of connectives Recognising similar ideas expressed differently Using ser and estar Understanding more detailed descriptions Using a range of relationship verbs	Using suelo + infinitive Looking at context to identify missing words Using the imperfect tense to say what you used to do Listening for different tenses Using the perfect tense Listening for clues Using algunos / otros / muchos / demasiados Agreeing and disagreeing Using the he/she form of the perfect tense	Using se puede and se pueden Asking and responding to questions Using the future tense Using exclamations Using demonstrative adjectives Explaining preferences Using tan and tanto Using antonyms Using different tenses together Extending spoken answers	Using me gusta / me gustaría Using quantity expressions Using verbs in the 'we' and 'they' form Working out the meaning of new words Using reflexive verbs in the preterite Inferring meaning in a literary text	Yr 10 exam and preparation for speaking mock.

	Using three tenses together Identifying positive and negative opinions	Saying how long you have been doing something	Referring to the present and past	Translating a text into English			
Theme/ Focus/ Content	¡Viva! Módulo 1 ¡Desconéctate! Discussing holidays and weather Saying what you do in summer Talking about holiday preferences Understanding percentages Saying what you did on holiday Describing where you stayed Booking accommodation and dealing with problems Giving an account of a holiday in the past	¡Viva! Módulo 2 Mi vida en el insti Describing school facilities Describing school uniform and the school day Talking about subjects and teachers Describing your school Talking about school rules and problems Tackling harder listening exercises Talking about plans for a school exchange Talking about activities and achievements	<i>¡Viva! AQA Módulo 3: Mi gente</i> Talking about socialising and family Describing people Talking about social networks Making arrangements Talking about reading preferences Describing relationships	<i>¡Viva! AQA Módulo 4: Intereses e influencias</i> Talking about what you usually do Talking about sports Talking about what's trending Discussing different types of entertainment Talking about who inspires you	<i>¡Viva! AQA Módulo 5: Ciudades</i> Describing the features of a region Planning what to do Shopping for clothes and presents Talking about problems in a town Describing a visit in the past	<i>¡Viva! AQA Módulo 6: De costumbre</i> Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical foods Comparing different festivals Describing a special day	

	Week 1-11 (11 weeks)	Week 12-20 (9 weeks)	Week 21-30 (10 weeks)	Week 31-40 (10 weeks)			
9 AQA	<p>Revising the present and preterite tenses</p> <p>Using the present tense</p> <p>Using verbs of opinion to refer to different people</p> <p>Using the preterite tense</p> <p>Using different structures to give opinions</p> <p>Using the imperfect tense</p> <p>Working out the meaning of new words</p> <p>Listening to identify the person of the verb</p> <p>Using verbs with usted</p> <p>Using questions to form answers</p> <p>Using three tenses together</p> <p>Identifying positive and negative opinions</p>	<p>Giving opinions about school subjects</p> <p>Using adjectives</p> <p>Using comparatives and superlatives</p> <p>Justifying opinions using a range of language</p> <p>Using negatives</p> <p>Comparing then and now</p> <p>Using phrases followed by the infinitive</p> <p>Using the near future tense</p> <p>Asking and answering questions</p> <p>Using object pronouns</p> <p>Saying how long you have been doing something</p>	<p>Using verbs in the present tense</p> <p>Using adjectival agreement</p> <p>Using para with infinitives</p> <p>Extending responses by referring to others</p> <p>Using the present continuous tense</p> <p>Improvising dialogues</p> <p>Using a range of connectives</p> <p>Recognising similar ideas expressed differently</p> <p>Using ser and estar</p> <p>Understanding more detailed descriptions</p> <p>Using a range of relationship verbs</p> <p>Referring to the present and past</p>	<p>Using suelo + infinitive</p> <p>Looking at context to identify missing words</p> <p>Using the imperfect tense to say what you used to do</p> <p>Listening for different tenses</p> <p>Using the perfect tense</p> <p>Listening for clues</p> <p>Using algunos / otros / muchos / demasiados</p> <p>Agreeing and disagreeing</p> <p>Using the he/she form of the perfect tense</p> <p>Translating a text into English</p>			
Theme/ Focus/ Content	<p>¡Viva! Módulo 1</p> <p>¡Desconéctate!</p> <p>Discussing holidays and weather</p> <p>Saying what you do in summer</p>	<p>¡Viva! Módulo 2</p> <p>Mi vida en el insti</p> <p>Describing school facilities</p> <p>Describing school uniform and the school day</p>	<p>¡Viva! AQA Módulo 3: <i>Mi gente</i> (GCSE theme : Identity and culture)</p>	<p>¡Viva! AQA Módulo 4: <i>Intereses e influencias</i> (GCSE theme : Identity and culture)</p>			

	<p>Talking about holiday preferences Understanding percentages Saying what you did on holiday Describing where you stayed Booking accommodation and dealing with problems Giving an account of a holiday in the past</p>	<p>Talking about subjects and teachers Describing your school Talking about school rules and problems Tackling harder listening exercises Talking about plans for a school exchange Talking about activities and achievements</p>	<p>Talking about socialising and family Describing people Talking about social networks Making arrangements Talking about reading preferences Describing relationships</p>	<p>Talking about what you usually do Talking about sports Talking about what's trending Discussing different types of entertainment Talking about who inspires you</p>			
	Week 1-8 (8 weeks)	Week 9-16 (8 weeks)	Week 17-23 (8 weeks)	Week 24-31 (8 weeks)	Week 32-40 (7 weeks)		
8 Skills Covered	<p>GV1 Tenses (preterite) GV3 Developing vocabulary GV4 Accuracy (grammar)</p> <p>LC1 Listening and responding LC3 Conversation LC4 Expressing ideas (writing) (speaking) LC5 Accurate pronunciation and intonation / Speaking</p>	<p>GV1 Tenses (preterite and present) GV2 Grammatical structures (comparative) GV3 Opinions and discussions / Developing vocabulary GV4 Accuracy (grammar, spelling and punctuation)</p> <p>LC1 Listening and responding</p>	<p>GV1 Tenses (past, present and near future) GV2 Grammatical structures (negatives) (direct object pronouns) GV3 Opinions and discussions / Developing vocabulary GV4 Accuracy (grammar, spelling and punctuation)</p> <p>LC1 Listening and responding LC2 Transcription</p>	<p>GV1 Tenses (present, preterite and near future) GV2 Grammatical structures (me gustaría + infinitive) (stem-changing verbs) (reflexive verbs) (demonstrative adjectives) GV3 Developing vocabulary / Opinions and discussions GV4 Accuracy (grammar, spelling and punctuation)</p>	<p>GV1 Tenses (present, preterite and near future) GV2 Grammatical structures (comparatives) (superlatives) (imperative) (mejor/peor) GV4 Accuracy (grammar, spelling and punctuation)</p> <p>LC1 Listening and responding LC2 Transcription</p>		

	<p>coherently and confidently</p> <p>LC6 Translation into English / Reading comprehension</p> <p>LC7 Literary texts</p> <p>LC8 Writing creatively</p>	<p>LC3 Conversation (using modes of address)</p> <p>LC2 Transcription</p> <p>LC4 Expressing ideas (speaking) (writing)</p> <p>LC5 Accurate pronunciation and intonation/ Speaking coherently and confidently</p> <p>LC6 Reading comprehension (authentic texts)/ Translation into English</p> <p>LC8 Writing creatively</p>	<p>LC3 Conversation (using modes of address) (dealing with the unexpected)</p> <p>LC4 Expressing ideas (writing) (speaking)</p> <p>LC5 Accurate pronunciation and intonation / Speaking coherently and confidently</p> <p>LC6 Reading comprehension</p> <p>LC7 Literary texts</p> <p>LC8 Writing creatively</p>	<p>LC1 Listening and responding</p> <p>LC3 Conversation</p> <p>LC4 Expressing ideas (writing)</p> <p>LC5 Accurate pronunciation and intonation / Speaking coherently and confidently</p> <p>LC6 Translation into English / Reading comprehension</p> <p>LC8 Writing creatively / Translation into Spanish</p>	<p>LC3 Conversation (dealing with the unexpected)</p> <p>LC4 Expressing ideas (writing)</p> <p>LC5 Accurate pronunciation and intonation / Speaking coherently and confidently</p> <p>LC6 Reading comprehension</p> <p>LC7 Literary texts</p> <p>LC8 Translation into Spanish / Writing creatively</p>		
Theme/ Focus/ Content	<p>¡Viva! 2 Módulo 1 : Mis vacaciones</p> <p>Talking about a past holiday</p> <p>Saying what you did on holiday</p> <p>Describing the last day on holiday</p> <p>Saying what your holiday was like</p> <p>Giving a presentation about your holiday</p> <p>Describing an amazing holiday</p>	<p>¡Viva! 2 Módulo 2 : Todo sobre mi vida</p> <p>Saying what you use your phone for</p> <p>Saying what type of music you like</p> <p>Talking about TV</p> <p>Saying what you did yesterday</p> <p>Learning about young peoples' lives</p> <p>Revising the present tense</p> <p>Giving a range of opinions</p>	<p>Módulo 3 : ¡A comer</p> <p>Saying what food you like.</p> <p>Describing mealtimes</p> <p>Ordering a meal</p> <p>Discussing what to buy for a party</p> <p>Giving an account of a party</p> <p>Using a wider range of opinions</p> <p>Using negatives</p> <p>Using usted / ustedes</p>	<p>¡Viva! 2 Módulo 4 : ¿Qué hacemos?</p> <p>Arranging to go out</p> <p>Making excuses</p> <p>Saying what other people look like</p> <p>Talking about clothes</p> <p>Using me gustaría + infinitive</p> <p>Using querer and poder</p> <p>Using verbs in the third person</p> <p>Saying 'this/these'</p>	<p>¡Viva! 2 Módulo 5 : Operación verano</p> <p>Describing a holiday home</p> <p>Describing holiday activities</p> <p>Asking for directions</p> <p>Talking about summer camps</p> <p>Describing a world trip</p> <p>Discovering more about the comparative</p>		

	Using the preterite of ir Using the preterite of regular -ar verbs Using the preterite of -er and -ir verbs Using the preterite of ser Making your sentences interesting Using the present and the preterite together	Using the comparative Using the present and the preterite Understanding a TV guide Tackling an authentic text Using two tenses in the 'he/she' form	Using the near future Using three tenses together	Talking about sporting events Using three tenses	Using the superlative Using the imperative Learning more about using three tenses Tackling challenging listening		
	Week 1 (1 week)	Week 2- 10 (9 weeks)	Week 11-18 (8 weeks)	Week 19-25 (7 weeks)	Week 26-33 (8 weeks)	Week 34-39 (6 weeks)	
7 Skills Covered		GV1 Tenses (present) GV2 Grammatical structures (definite articles) (adjectival endings) (indefinite articles) (adjectival agreement) GV3 Developing vocabulary / Opinions and discussions LC2 Transcription LC4 Expressing ideas (writing) LC5 Accurate pronunciation and	GV1 Tenses (present) GV2 Grammatical structures (the infinitive) (irregular verbs) GV3 Opinions and discussions / Developing vocabulary LC1 Listening and responding LC3 Conversation LC4 Expressing ideas (writing)	GV1 Tenses (present) GV2 Grammatical structures (<i>me gusta(n)</i>) (articles) GV3 Developing vocabulary GV4 Accuracy (spelling, grammar) LC1 Listening and responding LC3 Conversation LC4 Expressing ideas (speaking) (writing)	GV2 Grammatical structures (possessive adjectives)(the verb <i>estar</i>) (irregular verbs, adjectival word order) GV3 Developing vocabulary LC1 Listening and responding LC4 Expressing ideas (speaking)	GV1 Tenses (the near future tense) GV2 Grammatical structures (<i>un/una, unos/unas</i> and <i>muchos/muchas</i>) (the verb <i>querer</i>) (the verb <i>ir, a + el</i>) GV3 Opinions and discussions GV4 Accuracy (spelling, grammar) LC1 Listening and responding LC3 Conversation	

		intonation/ Speaking coherently and confidently LC6 Translation into English / Reading comprehension LC7 Literary texts LC8 Writing creatively	LC5 Speaking coherently and confidently LC6 Translation into English / Reading comprehension LC8 Writing creatively	LC5 Speaking coherently and confidently LC6 Reading comprehension LC8 Writing creatively	LC5 Speaking coherently and confidently LC6 Reading comprehension LC8 Writing creatively	LC4 Expressing ideas (writing) LC5 Speaking coherently and confidently LC6 Translation into English LC8 Writing creatively	
Theme/ Focus/ Content	Introduction to languages and culture. Phonics and phonetic alphabet. Choral repetition	Módulo 1 : Mi vida Introducing yourself Talking about your personality Talking about age, brothers and sisters Saying when your birthday is Using numbers and the alphabet Talking about your pets Getting used to Spanish pronunciation Using adjectives that end in -o/-a Using the verb tener (to have) Making adjectives agree with nouns	Módulo 2 : Mi tiempo libre Saying what you like to do Giving opinions. Saying what you do in your spare time. Talking about the weather Saying what sports you do using me gusta + infinitive Using -ar verbs in the present tense Using cuando (when) Using hacer (to do) and jugar (to play) Understanding more challenging texts	Módulo 3 : Mi insti Saying what subjects you study. Giving opinions about school subjects. Describing your school. Talking about break time. Understanding details about schools Using -ar verbs to say what 'we' do Using me gusta(n) + el/la/los/las Using the words for 'a', 'some' and 'the' Using -er and -ir verbs'	Módulo 4: Mi familia y mis amigos Describing your family. Describing your hair and eye colour. Saying what other people look like. Describing where you live Using possessive adjectives Using verbs ser and tener Using verbs in the third person Using the verb estar (to be) Reading about the carnival in Cadiz	Módulo 5 : Mi ciudad Describing your town or village. Telling the time Ordering in a café Saying what you are going to do at the weekend Using 'a', 'some' and 'many' in Spanish Using the verb ir (to go) Using the verb querer (to want) Using the near future tense Understanding people describing their town Listening for detail	

		Pen pal letter 1 Adding variety to your writing	Taking part in a longer conversation Using question words	Using prediction as a listening strategy	Looking up new Spanish words in a dictionary		
		Pen Pal letter 1 Introducing yourself to your new "pal" Asking questions to be responded to.	Pen Pal Letter 2. Explaining your free time activities what you like and don't like. Responding to questions from letter 1.	Pen Pal letter 3 Describing The Hathaway Academy. Giving opinions on subjects. Asking questions about your pals school. Responding to questions from letter 2	Pen Pal letter 4 Describing yourself and your family. Asking about your pals family. Responding to questions from letter 3	Pen Pal letter 5 Describing Grays, Essex and England. Explaining plans for the holidays. Asking questions about pals local area and holiday plans.	