

Huntington School: Languages Department (French, German and Spanish).

Key Stage 3

Curriculum intent

Our languages curriculum is broad and ambitious and ensures our learners develop a richness of skills and knowledge. It promotes awareness and tolerance of other cultures and backgrounds. It ensures students can communicate for a variety of different purposes in different contexts. We aim to ensure that students are resilient and feel confident enough to participate in conversations in the Target Language, able to give important information with clarity and to initiate conversations and get to know others both inside and beyond the classroom.

Our curriculum aims to ensure that students are confident with grammar – particularly tenses and conjugations – and metalanguage. The use of phonics and sound patterns is taught explicitly and embedded throughout the curriculum to support students with decoding skills. We are committed to ensuring that the curriculum is accessible for all students.

In addition, the curriculum ensures that students are exposed to a variety of authentic material sources, in both speech and writing, that promote an active curiosity about French, German or Spanish cultures all over the world, including the experiences of young people in these cultures.

By the end of Key Stage 3, students should be confident in their understanding and use of French, German or Spanish across the four skills (listening, reading, speaking and writing), and across a variety of topics studied since the start of year 7. They should have a good grasp of the sounds of the language, key grammatical structures and vocabulary, as well as an awareness of and interest in the culture of French, German or Spanish speaking countries all over the world.

Implementation – Year 7 Spanish

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> Describing places and location. Saying what someone is like at the moment. Saying what someone is like in general. Saying what people have. Saying what people do 	<ul style="list-style-type: none"> Essential verbs <ul style="list-style-type: none"> ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) Indefinite articles, singular and plural nouns Adjectives - gender and agreement Yes/no questions with raised intonation -AR verbs in the present <ul style="list-style-type: none"> (1st, 2nd, 3rd persons singular) 	<ul style="list-style-type: none"> Learn sounds for vowels in Spanish a, e, i, o , u Contrast SSC 'l' and 'll' Learn hard 'ca/co/cu' Learn 'cu' + vowel 'cue/cua/cui' Learn soft 'ce/ci' 	<ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. High-frequency vocabulary relevant to given context. Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.
TERM 1.2	<ul style="list-style-type: none"> Saying what people do and don't do. Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it Talking about the location of things Describing a place Giving and wanting (festive season and family) 	<ul style="list-style-type: none"> Using 'no' to make a verb negative HAY (vs 'TIENE') son [SER], adjective (number, agreement with -s in relation to the verb) Singular definite articles - el & la Plural definite articles - los & las DAR (to give, giving) - doy, das, da (plus noun) Modal verb QUERER (to want, wanting) - quiero, quieres, quiere (plus noun) 	<ul style="list-style-type: none"> Concentrate on pronunciation of 'z' Learn SSC 'que' Learn SSC 'qui' Learn hard 'ga/go/gu' Learn soft 'ge/gi' Learn 'j' Contrast SSC 'n' and 'ñ' 	<ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Revisiting of verbs, nouns and adjectives in relation to locations and family members.

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> Describing activities (travel) Describing what people do Describing what people do (technology) 	<ul style="list-style-type: none"> -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions 	<ul style="list-style-type: none"> Revisit 'z' Revisit 'que' and 'qui' Revisit ll/l Revisit hard 'ga/go/gu' Revisit soft 'ge/gi' Revisit 'j' 	<ul style="list-style-type: none"> Deepening vocabulary and grammar knowledge through work with a challenging text. Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)
TERM 3.2	<ul style="list-style-type: none"> Discussing what people do and don't do Describing people and possessions Describing when and where people go Describing future plans 	<ul style="list-style-type: none"> Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va al vs a la - 'to' IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) 	<ul style="list-style-type: none"> Revisit the contrast 'n' and 'ñ' Revisit the contrast 'v' and 'b' Revisit the contrast 'r' and 'rr' Revisit Silent 'h' Revisit the full range of SSC taught this year 	<ul style="list-style-type: none"> Developing a verb lexicon (-ER and -IR verbs). Deepening vocabulary and grammar knowledge through work with a challenging text.

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<p><u>Mi Ciudad</u></p> <ul style="list-style-type: none"> • Describing your town or village. • Telling the time. • Ordering in a café. • Saying what you are going to do at the weekend. 	<ul style="list-style-type: none"> • Using 'a', 'some' and 'many' (un/ una, unos/ unas, muchos / muchas) • Use of 'es' + singular hour and 'son' + plural hour • The verb IR - to go - in the present tense – full paradigm. • The stem changing modal verb QUERER – to want - in the present tense across the full paradigm. • Revisit diphthongs when teaching querer • Using the future tense: ir + a + infinitive 	<ul style="list-style-type: none"> • Revisit 'hay' and 'no hay' • Revisit 'qu' sound within a word (parque, pequeño) • Pronunciation of the verb IR and revisiting of the 'v' SSC • Revisit the pronunciation of 'z' • Pronunciation of 'euros' 	<ul style="list-style-type: none"> • Places in town • Language for telling the time • Food and drink typical to a Spanish restaurant / café. <p>High frequency vocabulary: Sequencers: primero, luego, finalmente</p>
TERM 3.2	<p>Revision of all Units covered. Use of the 'gramática' pages from the end of each unit. Use of the 'Zona Proyecto' pages of each Module to build on knowledge of culture and authentic resources. 'Te Toca' pages to consolidate independent reading and writing skills.</p>			

Implementation – Year 8 Spanish

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<p><u>De vacaciones</u></p> <ul style="list-style-type: none"> Talking about a past holiday. Saying what you did on holiday. Describing the last day on holiday. Saying what your holiday was like. Giving a presentation about your holiday. Using literary texts. Writing creatively. 	<ul style="list-style-type: none"> The preterite tense of 'IR' (full paradigm) Recap all personal pronouns Using adjectives in exclamations The preterite tense of regular -AR verbs (full paradigm) Preterite tense of sacar and spelling change saqué Making sentences negative using 'no' in the preterite tense. The preterite tense of regular -ER and -IR verbs (full paradigm) The preterite of ver in the first person – vi Using a + el to say 'to the' The preterite tense of ser Using two tenses together and distinguishing between present and preterite verb forms. 	<ul style="list-style-type: none"> Pronouncing adjacent vowels separately Use of the tilde and where the stress falls on words and the importance of this in the preterite tense. Final syllable stress and penultimate syllable stress Revisit the contrast SSC 'n' and 'ñ' Recap of pronunciation of 'j' and 'b' and 'v'. Revisit contrast SSC 'r' and 'rr' Using near cognates and sounds to work out the meaning of new words. 	<ul style="list-style-type: none"> Key question words Countries of Europe Modes of transport Activities on holiday in the past tense Further range of adjectives used in exclamations Sequencing words <p>Revisit use of connectives and expressions of frequency. Giving opinions and reasons.</p>
TERM 1.2	<p><u>Todo sobre mi vida</u></p> <ul style="list-style-type: none"> Saying what you use your phone for. Saying what type of music you like and giving a range of opinions. Talking about TV. Saying what you did yesterday. Understanding a tv guide. Tackling an authentic text. Looking at question styles working towards GCSE. Learning about young people's lives. Learning about Hispanic singers. 	<ul style="list-style-type: none"> The present tense of preferer (full paradigm) Making comparisons using más ... que Using the correct article The preterite tense of irregular verb hacer Focus on use of 2nd person verb forms when asking questions Revisit using the preterite and present tenses together. Focus on the third person singular of both present & preterite, regular & irregular verbs. Stem changing verbs Identifying the gender of a word through common word ending patterns 	<ul style="list-style-type: none"> Revisit unpronounced 'h' sound. Revisit SSC 'z' (alongside 'soft C' 'ce', 'ci') Revisit final syllable stress and penultimate syllable stress Accurate pronunciation of numbers and dates Continual use of knowledge of key sounds to work out pronunciation Pronunciation of -dad, -ión and -ción suffixes 	<ul style="list-style-type: none"> Present tense activities linked to technology Types of music Types of tv programme Numbers and dates Time markers <p>• Revisit a range of connectives.</p>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<p>¡A comer!</p> <ul style="list-style-type: none"> Saying what food you like. Describing mealtimes. Ordering a meal. Discussing what to buy for a party. Giving an account of a party. Learning about food in other countries. 	<ul style="list-style-type: none"> Using me gusta(n) + definite article Using negatives (no, nunca, no...nada) Use of verbs desayunar, comer, cenar Familiar / polite 'you' (tú, usted, ustedes) Revisit using the present and preterite together. Focus on -AR 'we' form of the verb being identical in present and preterite. Using the near future tense Using all three tenses together Direct object pronouns 	<ul style="list-style-type: none"> Revisit pronunciation of 'ñ' Pronunciation of 'd' between vowels (soft) Revisit pronunciation of 'j' and 'll' Using appropriate fillers to sound more Spanish 	<ul style="list-style-type: none"> Food and drink (singular and plural nouns) Desayunar, cenar and comer Functional language in a restaurant context Quantities of food / drink
TERM 2.2	<p>¿Qué hacemos?</p> <ul style="list-style-type: none"> Arranging to go out. Making excuses. Discussing getting ready to go out. Talking about clothes. Talking about sporting events in the Spanish speaking world. Describing a fancy dress outfit 	<ul style="list-style-type: none"> Using me gustaría (conditional tense) + infinitive structures A + el = al & de + el = del Stem changing verbs querer and poder in the present tense Tener vs tener que + infinitive Questions with 'quieres...' and 'te gustaría...' Using reflexive verbs Using demonstrative adjectives to say 'this, that, these, those' Adjectival agreements (colours) Using three tenses together Structures with two verbs 	<ul style="list-style-type: none"> Focus on accurate intonation as well as pronunciation Revisit pronunciation of silent 'h' Revisit SSC of 'j' and 'z' Pronunciation of 'que' and 'qui' 	<ul style="list-style-type: none"> Places in town Expressions of agreement / disagreement Prepositions Timings Daily routine vocabulary Items of clothing Range of adjectives to describe clothes including colours Time markers <p>Revisit frequency words and sequencers</p>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<p><u>Operación verano</u></p> <ul style="list-style-type: none"> • Describing a holiday home. • Describing holiday activities. • Asking for directions. • Talking about summer camps. • Describing a world trip and learning about various popular activities in Spanish speaking countries. 	<ul style="list-style-type: none"> • Difference between the use of ser and estar • Revisit adjectival agreement • Revisit the comparative (más / menos + adjective + que) • Using the superlative (el/la/los/las más + adjective + de) • Using se puede(n) + infinitive • Using the imperative to give directions in the tú form • The future tense and the conditional tense • Using three tenses together 	<ul style="list-style-type: none"> • Revisit the pronunciation of 'z' • Stress accent on está and difference between this and esta • Revisit correct pronunciation of 'qu' sound 	<ul style="list-style-type: none"> • Adjectives to describe a house • Rooms in the house • Activities that you can do using infinitive structures • Places in town • Giving directions to places in town • More time markers
TERM 3.2	<p>Revision of all Units covered.</p> <p>Use of the 'gramática' pages from the end of each unit.</p> <p>Use of the 'Zona Proyecto' pages of each Module to build on knowledge of culture and authentic resources.</p> <p>'Te Toca' pages to consolidate independent reading and writing skills.</p>			

Implementation – Year 9 Spanish

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<p><u>Somos así</u></p> <p>Talking about things you like. Talking about your week. Talking about films. Describing a birthday. Talking about life as a celebrity.</p>	<ul style="list-style-type: none"> • The definite article with opinions • Present tense of irregular verbs ir, hacer and ser (full paradigm) • Revisit the present tense of regular –ar, -er and –ir verbs (full paradigm) • Using the near future tense (voy + a + infinitive) • Definite and indefinite articles • Using the preterite tense • Using three tenses together 	<ul style="list-style-type: none"> • Revisit pronunciation of 'c' and 'v' • -ción suffix, emphasis and pronunciation 	<ul style="list-style-type: none"> • Expressing opinions • The days of the week • Present tense activities • Different types of film • Recap again of expressions of frequency, and other commonly occurring vocabulary such as sequencers and connectives,
TERM 1.2	<p><u>Orientate!</u></p> <p>Saying what you have to do at work. Expressing what job you would like to do. Talking about your future. Describing your job. Checking for accuracy and looking up new words – dictionary skills. Coping with authentic texts</p>	<ul style="list-style-type: none"> • Tener que + infinitive • Correct adjectival agreement • Quiero / me gustaría + ser • Further use of the future tense • Looking again at regular and irregular verb patterns 	<ul style="list-style-type: none"> • Revisit pronunciation of 'j' • Looking again at how accents change the pronunciation of a word. 	<ul style="list-style-type: none"> • Different jobs. • Connectives 'así que', 'por eso' • Adjectives to describe personal qualities • Using fillers 'pues, Bueno, a ver...' • Future plans (used with infinitives)

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<p><u>En forma</u></p> <ul style="list-style-type: none"> Talking about diet and an active lifestyle. Talking about daily routine. Talking about getting fit. Talking about ailments and illnesses. Using complex sentences. 	<ul style="list-style-type: none"> Direct object pronouns Stem changing verbs The preterite tense of jugar and empezar Reflexive verbs Se debe / no se debe + infinitive Using me duele(n) 	<ul style="list-style-type: none"> Revisit pronunciation of 'z' and 'g' Pronunciation difference of 'l' and 'll' Pronunciation in stem-changing verbs Pronouncing two vowels together correctly 	<ul style="list-style-type: none"> Different types of food and drink Expressions of frequency Daily routine verbs Parts of the body Ailments / illnesses
TERM 2.2	<p><u>Jóvenes en acción</u></p> <ul style="list-style-type: none"> Talking about children's rights. Talking about fair trade and expressing your point of view. Discussing recycling and creating complex sentences. Talking about how a town has changed. Writing about fundraising. Reading about world issues. 	<ul style="list-style-type: none"> Using the verb poder 3rd person present tense (singular and plural) Using se debería The imperfect tense 	<ul style="list-style-type: none"> Pronunciation of 'c' and 'd'. 	<ul style="list-style-type: none"> List of various rights Saying what you cannot do and why Vocabulary around helping the environment

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<p><u>Una Aventura en Madrid</u></p> <ul style="list-style-type: none"> • Meeting and greeting people. • Talking about a treasure hunt. • Discussing buying souvenirs. • Saying what you will do. • Making yourself understood and saying the right thing in different situations. • Reading authentic texts about Madrid. 	<ul style="list-style-type: none"> • The verb tener • The superlative • Using hay que / temenos que • 1st person plural of the near future tense • Using the comparative • Different ways of saying 'you' • Using the simple future tense 	<ul style="list-style-type: none"> • Revisit correct pronunciation of 'qu' sound • Correct pronunciation of verb endings 	<ul style="list-style-type: none"> • Using expressions with tener (Spanish idiom) • Items you'd buy in a souvenir shop • Things you can do in Madrid
TERM 3.2	<p>Revision of all Units covered. Use of the 'gramática' pages from the end of each unit. Use of the 'Zona Proyecto' pages of each Module to build on knowledge of culture and authentic resources. 'Te Toca' pages to consolidate independent reading and writing skills.</p>			

Assessment	<p>Ongoing Formative assessment: Vocabulary tests (recall of key vocab) Grammar tests (conjugations, recall of key verbs) In class paired speaking assessment</p> <p>Summative assessment: End of Unit tests across the four skills (reading, listening, speaking and writing) End of Year assessments.</p>
Feedback	<ul style="list-style-type: none"> - Verbal feedback given in lessons to correct and develop spoken language. - Detailed written feedback given on pieces of students' writing with actionable targets - Vocab test feedback where students are given a mark - Peer feedback during speaking activities <p>Students are given time to carry out their DIRT (Direct, independent reflection time) in response to feedback</p>
Homework	<p><i>Frequency:</i> Homework will be set no more than once a week and will either build on from, or consolidate, the content learned in lessons.</p> <ul style="list-style-type: none"> - Vocabulary learning which is based around students' Vocabulary and Grammar Booklets and Knowledge Organisers. - Worksheets which extend learning from lessons. - Pieces of writing which bring together and consolidate learning from the lesson. - Active Learn Reading and Listening tasks. <p>In addition to official Homework, we recommend that whenever possible students are reflecting on and recapping the content delivered in lessons so that they feel well prepared coming into their next lesson.</p>
How can I support my child?	<ul style="list-style-type: none"> - Look & talk through the contents of your child's red Spanish exercise book with them. Question them about what they have learned in each lesson. Ask them to translate various vocabulary and texts into English for you. - Test and question your child on the vocabulary from their Vocab and Grammar Booklet. Say the English words to them and ask them to tell you the Spanish. - Support them with logging onto Active Learn regularly to complete reading, listening and grammar activities. - Encourage them to listen to as much authentic Spanish as possible (even if it is hard to understand it!). Play Spanish radio stations (find them through a Google search). Spanish shows on Netflix, Spanish YouTube channels & Spanish playlists on Spotify are all really helpful.