

Subject overview: MFL - Spanish KS4

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief

The MFL curriculum at St Edmund's allows all students to develop an interest and enthusiasm for learning about the wider world.

We teach grammar, vocabulary and phonics throughout the key stages through a variety of engaging activities, and students are encouraged, supported and challenged to use a wide range of linguistic skills to enable them to communicate with speakers of Spanish in real life situations. In language lessons at St Edmund's there is a strong connection and relevance to the lives of young people in our community, underpinned by a breadth of cultural capital in order to widen horizons, engender respect for the traditions and faiths of others and mould truly global citizens

Additional details

In KS4 languages at St Edmund's, the curriculum follows the AQA specification in order to prepare students for the GCSE exam in Spanish / French. The exam tests 4 x key skills - Reading, Writing, Listening and Speaking, which are weighted equally, and the curriculum ensures that these are taught, reviewed and practised over the two year programme. We build upon the language skills and vocabulary/grammar/phonics acquired during KS3 in order to move students on from novice to intermediate level. The pedagogy used builds upon those in KS3 - the Conti method of EPI (extensive processing input)

The topics to be covered by students at KS4 have been chosen to cover key grammar and topics studied in the GCSE programme. MFL teachers endeavour to create keen linguists by using key linguistic terminology regularly and creating an awareness of etymology of vocabulary, which in turn builds students' literacy in a holistic sense.

With a view to building on cultural capital gained at KS3 there is cultural content for students such as festivals, global issues, rituals, spiritual customs and traditional values of the hispanic world - liberating students from insularity and celebrating the diversity of the world in which we live. There are units which build and develop the whole child such as: healthy living, habits and choices, mental health, global issues and what we can do to support others. Teachers use these lessons to build on personal development as well as prepare students for the exam style questions that they will encounter at the end of the two year programme.

There are weekly vocabulary audits to recycle vocabulary and practise key grammar as well as high frequency words. Students are encouraged to learn, recognise and use high frequency words in speaking/writing to succeed with top grades.

A successful KS4 implementation should result in increasing engagement for uptake at KS5.

Exam Specification

We follow the AQA GCSE course in French. The course code number is 8658. Pupils sit 4 papers: reading, writing, listening and speaking . Each paper is worth 25%. Pupils can sit higher or foundation papers but must sit the same tier across all 4 skills as mixing tiers of entry is not allowed by the examination board. When pupils sit foundation papers the grades range from 1-5. When pupils sit the higher tier papers grades range from 5-9.

Listening Paper: Demonstrate understanding of different types of spoken language across a range of contexts, identify key points, details and opinions in a variety of spoken passages, involving some more complex language and recognise the relationship between past, present and future events.

Speaking Paper: Take part in a short conversation by exchanging opinions in a role play and conveying information based on a photo stimulus. Respond to questions based on the three themes studied using a range of tenses and opinions with confidence.

Writing Paper: Use simple sentences and familiar language accurately to describe a photo. Understand written cues in French as a stimulus for either a 40 and a 90 (Foundation) or a 90 and a 150 (higher) word response using a variety of vocabulary and grammatical structures with reference to past, present and future events. Translate sentences and short texts from English into French to convey key messages accurately.

Reading Paper: Understand general and specific details within texts, recognise the relationship between past, present and future events and deduce meaning from a variety of texts involving unfamiliar extracts from adapted literary texts and be able to translate a short passage from French into English.

YEAR 10 - SPANISH

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Module 1: Donde Vivo - mi región y país</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Descriptions of the region - demonyms of main parts of Spain/Spanish speaking countries - <p>Grammar:</p> <ul style="list-style-type: none"> - disciplinary literacy - encourage students to of false friends / cognates <p>Phonics:</p> <p>rules of pronunciation taught when reading</p>	<p>In Lesson 1, students create a specification page which is referred to throughout the course. Teachers set expectations, best ways to revise and learn languages, and a recall quiz/activity on KS3 key vocabulary. This is to refresh their memory and reduce the nerves of starting a new course.</p> <p>We begin Theme 2 here as the majority of Theme 1 topics have already been covered via the KS3 curriculum.</p> <p>This is a cross curricular opportunity to start Year 10 GCSE with the geography and brief history of Spain. Students draw their maps and can refer back to it throughout the course. Many</p>	Audits 1-8:

	<p>aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>GCSE texts refer to different parts of Spain that are not Madrid/Barcelona, and students should be able to identify these. Students covered this topic in Year 7 so most of the basics should be there, but will definitely benefit from being reviewed. We use common vocabulary to describe household items, rooms, regional descriptions and climate.</p> <p>A Guided Writing at the end of this half term allows students to see a WAGOLL and attempt a 16 marker question for themselves.</p>	
Term 1:2	<p>Module 1: Mi casa y barrio</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - In my house - In my neighbourhood - Amenities - <p>Grammar:</p> <ul style="list-style-type: none"> - Hay / está / es - Past, present, future - Extending ideas with high frequency words <p>Phonics: rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>This topic is a continuation of the previous module, and includes the required vocabulary of “out and about” in Spain as well as describing current, past and ideal houses. This will explore the basics of Year 7 topics but will expand and go into further depth in order to ensure students can recognise and use more intermediate levels of language.</p>	<p>End of topic assessment - listening, reading,</p> <ul style="list-style-type: none"> - Audits 9-14
Term 2:1	Module 3: La vida sana THEME 2	<p>This topic ties in with new year and resolutions. There is a natural opportunity to study / review the Near Future to set</p>	<ul style="list-style-type: none"> - Audits 15-19

	<p>Vocabulary:</p> <p>-</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Near Future - Voy a - infinitive vs present tense verbs <p>Phonics:</p> <p>rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>intentions.</p> <p>This unit covers food, Spanish cultural differences in mealtimes, healthy/unhealthy foods and drinks, eating out in Spain (ROLE PLAY for speaking exam), sports.</p>	<p>- Writing</p>
Term 2:2	<p>Module 3: El bienestar / los malos hábitos THEME 2</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Fumar - Beber - malsano/sano - el bienestar <p>Grammar:</p> <ul style="list-style-type: none"> - 3rd person conjugations and expressing opinions. - Past simple conjugations regular and irregular verbs 	<p>This is a continuation of the previous topic, developing from healthy habits to unhealthy choices. Social issues like alcoholism, drugs, smoking and health issues are covered here. This is an opportunity to develop students holistically and discuss the Catholic values which our community teaches. We look at what it means to have good physical and mental wellbeing and express this in Spanish for Theme 2. This topic is studied here as it is where we feel most students have the sufficient maturity to engage in class discussions on serious issues.</p>	<p>- Audits 20-25</p> <p>End of topic Assessment</p> <p>Listening, translation, reading</p>
Term 3:1	<p>Module 4: Social Issues - helping others</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - household chores - pocket money - gastar/ahorrar 	<p>In this module we continue Theme 2 preparation with the topic of helping others. This module consists of how you help at home and pocket money (numeracy and catholicity). This is revisited from Y8 curriculum. This also allows us to look at developing the holistic child with catholic life questions such as whose responsibility is it anyway? and Why should we help others?</p>	<p>Audits 25-30</p>

	<p>Grammar:</p> <ul style="list-style-type: none"> - .conjugating in the present and future tense <p>Phonics: rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>Should we get pocket money / what should we do with it?</p> <p>This unit also covers the idea of helping globally, volunteering and charity work. This is timed near to Y10 Work Experience, in order to encourage students to think about their futures in terms of building CV material with working and to expand their minds to think globally.</p> <p>We try to have a guest speaker where possible to talk about the advantages of studying languages for gap year or charity work abroad. This is one of the many things we are doing to plant the seed of studying languages at higher education (encourage KS5 uptake)</p>	
<p>Term 3:2</p>	<p>Module 1: Social Issues - environment 1.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Problems in the environment - Possible Solutions - <p>Grammar:</p> <ul style="list-style-type: none"> - mucho / demasiado / tanto - modal verbs + infinitives - higher level opinions with “me” (me resulta, me preocupa) <p>Phonics: rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z 	<p>In this module we explore (or continue exploring, depending on time allocated in Term 3:1) the Theme 2 topic of environment (global issues)</p> <p>This is vocabulary rich and there is a lot of English literacy and context that needs supporting here, which helps the school mission to nurture the whole child and improve English literacy. World Environment Day is at this time of the year so there is opportunity to exploit authentic texts using social media or website posts.</p> <p>When this is completed we do a “Walk through Mock” Together in class June 2018 paper in order to verbalise the thought process to have in the exam in preparation for the June 2019 mock papers.</p> <p>We use the end part of the term to review where students are at and target grades. We identify students who will need intervention, ideally Foundation / Higher groups.</p>	<p>END OF YEAR 10 MOCK EXAM:</p> <p>June 2019 paper</p> <ul style="list-style-type: none"> - Reading - Listening - Writing (Sports Hall) <p>All do Foundation to ensure the level is met.</p>

	<ul style="list-style-type: none"> - ci / ce - rr - silent h 		
--	---	--	--

Summer Homework Booklet given to ensure continuity and preparation continues

https://docs.google.com/presentation/d/1D5sR6C8PUBdyqXbKN_equdM7C4E3KBiK9GLXfkWmLnl/edit?usp=drive_link

YEAR 11			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Module 1: Mis estudios / THEME 3</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - school bag - daily life at school - uniform - rules - "how are studies going" - Post 16 options - Post 18+ education <p>Grammar:</p> <ul style="list-style-type: none"> - imperfect - future conditional - present tense - <p>Phonics: rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels 	<p>1) Reset and Close The Gap Quiz - check summer booklets and ensure all students understand where they are (mock results) where we are in the topics and what they need to do to be successful</p> <p>All themes have been covered now over KS3 and Y10. Therefore lessons now are not "teaching for the first time" but rather regular shorter reviews of the 12 x topics. Starting with Mis estudios, as this was covered in Y7. Vocabulary covered include phrases from past papers and the vocabulary specification to ensure students are prepared with the types of vocabulary that they may encounter in Foundation or Higher.</p> <p>Every fortnight students must complete a writing exercise for homework, in order to practise and in lessons, skills are explicitly taught and practised.</p> <p>If all lessons finished before half term, topic revision lessons will begin (See below)</p>	<ul style="list-style-type: none"> - Audits 1-8 -

	<ul style="list-style-type: none"> - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 		
Term 1:2	<p>Varied Topics</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Varied - topic dependent - <p>Grammar:</p> <ul style="list-style-type: none"> - Past, imperfect - Present - Future, conditional - Syntax - Adjectival agreement - nouns as a collective <p>Phonics: rules of pronunciation practised when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>Lessons in this term have been selected in order to rotate through the 12 x topics of GCSE Specification. This should ensure that there is natural “revision” occurring and students are exposed to the relevant vocabulary on a regular basis.</p> <ul style="list-style-type: none"> - Problem on holiday (2) - What you normally do on Saturdays (1) - Where would you like to live in the future (2) - Advantages and Disadvantages of Social media (1) - School uniform / rules (3) <p>This term will also include preparation for and delivery of mocks. This includes a speaking mini mock - in lesson ideally with a language assistant</p>	<ul style="list-style-type: none"> - Audits 9-15 <p>YEAR 11 MOCKS 1</p> <ul style="list-style-type: none"> - Reading - Writing - Listening - Speaking - mini
Term 2:1	<p>Varied Topics</p> <p>Vocabulary:</p>	<p>Lessons in this term have been selected in order to rotate through the 12 x topics of GCSE Specification. This should ensure that there is natural “revision” occurring and</p>	<ul style="list-style-type: none"> - Audits 16-20 -

	<ul style="list-style-type: none"> - Varied - topic dependent - <p>Grammar:</p> <ul style="list-style-type: none"> - Past, imperfect - Present - Future, conditional - Syntax - Adjectival agreement - nouns as a collective - me llevo bien con <p>Phonics: rules of pronunciation practised when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>students are exposed to the relevant vocabulary on a regular basis.</p> <ul style="list-style-type: none"> - Volunteering (2) - Hobbies / sports (1) - A school trip - writing (3) - Shopping (1/2) - Environment (2) <p>This term will also include preparation for and delivery of mocks 2. This includes a speaking mini mock - in lesson ideally with a language assistant</p>	
<p>Term 2:2</p>	<p>Varied topics 2.</p> <p>Vocabulary: -</p> <p>Grammar: -</p> <p>Phonics: rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll 	<p>Lessons in this term have been selected in order to rotate through the 12 x topics of GCSE Specification. This should ensure that there is natural “revision” occurring and students are exposed to the relevant vocabulary on a regular basis.</p> <ul style="list-style-type: none"> - Healthy Living and prepositions (2) - Friends and family (1) - Describing where you live (2) - Jobs and future careers (3) - Celebrations / eating out (1/2) <p>This term will also include preparation for and delivery of mocks 2. This includes a speaking mini mock - in lesson ideally with a language assistant</p>	<ul style="list-style-type: none"> - Audits 21-26 -

	<ul style="list-style-type: none"> - ge / gi - z - ci / ce - rr - silent h 		
Term 3:1	<p>SPEAKING EXAMS 3.</p> <p>Vocabulary: -</p> <p>Grammar: -</p> <p>Phonics: rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>PRIMARY FOCUS: Speaking EXAMS At this point the focus shifts to Speaking exam prep. Depending on exam windows and Easter dates, students will build on their speaking exam preparation in class with exam style activities and mini mock interviews with teacher or speaking assistant. This will have a dual purpose of practising for their speaking exam, and reviewing the 12 topics covered at GCSE</p> <p>Once speaking exams are completed the focus is each of the remaining 3 x skills in the upcoming lessons.</p> <p>This is where each year the exam cohorts will have varying needs for levels of support and focus. Teachers will share resources and allocate tasks accordingly</p>	<ul style="list-style-type: none"> - Audits 27-32 - In class exam style tasks - TIMED and marked
Term 3:2	<p>EXAMS -</p>	<p>This is where each year the exam cohorts will have varying needs for levels of support and focus. Teachers will share resources and allocate tasks accordingly to ensure that students have the adequate support</p>	<p>In class exam style tasks</p>
YEAR 10 - FRENCH			
Term 1:1	<p>Module 1: Qui suis-je? (Theme 1 - identity and culture) Vocabulary:</p> <ul style="list-style-type: none"> • Talking about friends and what makes a 	<p>We start our first lesson by reviewing knowledge from KS3 and introduce the topic of vocabulary. This bridges the gap between KS3 vocabulary and the current Y10 cohort last studied French in Year 8, as they had a fast track year of Spanish in Year 9, therefore more consolidation of</p>	<p>Formative: Vocabulary/Grammar audit in the form of 'torture tenses' once a week.</p>

- good friend
- Talking about family relationships
- Making arrangements to go out
- Describing a night out with friends
- Talking about your life when you were younger
- Discussing role models

Phonics:

- Focus on the sounds at the end of verb phrases to differentiate between tenses plus silent letters.
- Introduce and practise nasal vowels (e.g., "en," "an," "on") and vowel combinations (e.g., "ai," "eu") to enhance pronunciation and phonics understanding
- Practice vowel sounds and diphthongs to improve pronunciation accuracy. Work on distinguishing between similar sounds (e.g., "ou" and "u").
- Reinforce the pronunciation of vowel sounds and common consonant combinations. Practice stress patterns in phrases and sentences for better rhythm and intonation.
- Emphasise liaison (linking sounds between words) and final consonant sounds. Work on maintaining clear enunciation and smooth transitions between words.
- Work on past tense verb conjugations, emphasising the correct pronunciation of endings (-ais, -ait, -ions, -iez, -aient). Practise clear enunciation of consonant clusters.
- Review and reinforce previous phonics topics. Additionally, focus on the pronunciation of "r" sounds, both rolled

vocabulary is needed. Describing personality is a good way to introduce adjectival agreement, negative constructions as well as introducing a variety of tenses. We choose this as the first theme that we teach as it enables students to refer back to prior learning to be able to articulate responses readily as their first experience of the GCSE course particularly with regard to the vocabulary of family and friends. This unit relates to self, identity, relationships, future plans and past behaviours and attitudes.

The exam board requires us to teach this compulsory topic to introduce:

- Adjectival agreement
- Irregular verbs in the present tense,
- the relative pronoun qui.
- Possessive adjectives,
- reflexive verbs in the present tense,
- emphatic pronouns.
- The near future tense.
- The perfect tense.
- The imperfect tense

Summative: Reading and listening assessments plus 90-word writing assessment.

Homework: Pupils are set either reading, listening, grammar or vocabulary tasks on Activelearn or they write answers to general conversation speaking questions.

Independent learning: Pupils compete to win the most points on Memrise each week to win a prize every Friday. Memrise is a language learning app whereby pupils are working through the vocabulary on the AQA specification and the competitive element helps pupils to encourage pupil participation.

	and unrolled, as well as the subtle differences between "é" and "è.		
Term 1:2	<p>Module 2 - Le temps de loisirs (Theme 1 - identity and culture)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Sport • Life online - Ma vie d'internaute • Reading • Talking about television programmes • Talking about actors and films • CULTURAL CAPITAL - Christmas in France 	<p>Pupils are familiar with the core nouns and verbs relating to this topic having seen them at KS3. We will be broadening the range of adjectives used as well as learning a broader range of vocabulary for instruments and types of film.</p> <p>Our declarative knowledge for this term includes being able to :</p> <ul style="list-style-type: none"> • Talk in detail about sports that one does, how often and why; discuss one's favourite music and musicians; • talk about what one likes to read and what one used to read; • give opinions about TV programmes and films; • talk about an actor that one admires and why • Revise and extend one's use of present tense leisure verbs, perfect tense with avoir, perfect tense with être, opinions in the past • Talk in detail about how one uses technology, how often and why; • discuss problems and dangers of new technologies; • discuss my life online: what I do, have done and would like to do and why, pros and cons • of social media • Revise and extend use of present tense verbs, present tense of irregular • verbs (faire / aller) perfect tense with avoir, perfect tense with être, • opinions in the past tense, use the perfect infinitive • Recognise different tenses; use comparatives/superlatives to compare • use depuis + present tense. • Using direct object pronouns <ul style="list-style-type: none"> • CULTURAL CAPITAL - Noël en France. Noël en France: pupils will complete activities surrounding the festivities in France at Christmas Time. This will link with Catholicity as many of the traditions in France originate from the 	<p>Formative: Vocabulary/Grammar audit in the form of 'torture tenses' once a week.</p> <p>Homework: Pupils are set either reading, listening, grammar or vocabulary tasks on Activelearn or they write answers to general conversation speaking questions.</p> <p>Independent learning: Pupils compete to win the most points on Memrise each week to win a prize every Friday. Memrise is a language learning app whereby pupils are working through the vocabulary on the AQA specification and the competitive element helps pupils to encourage pupil participation.</p>

		Catholic advent and Christmas celebrations.	
Term 2:1			
Term 2:2			
Term 3:1			
Term 3:2			