

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

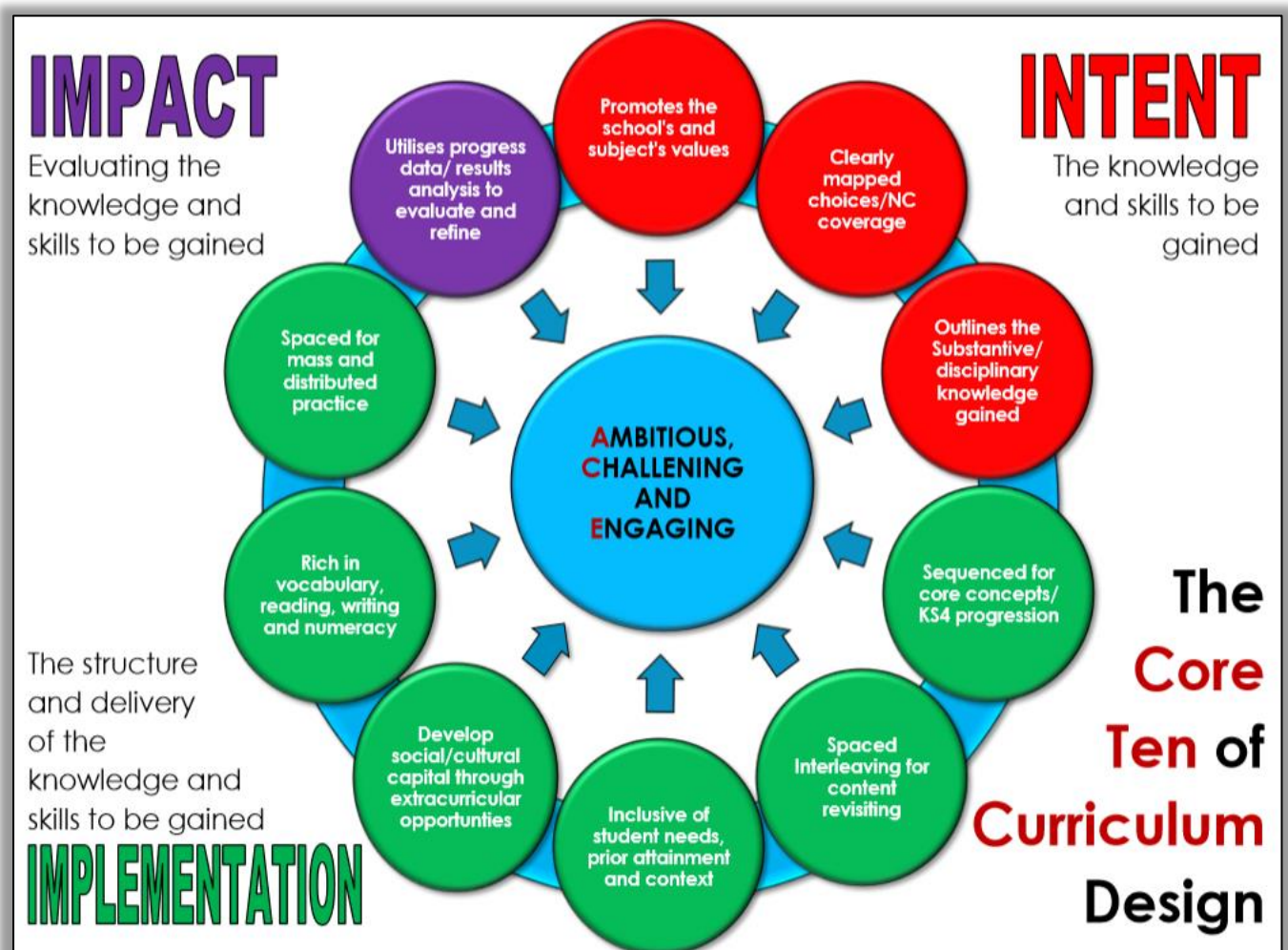
Key Stage 3

Subject: Spanish

Author: Natalie McAndrew

Created: 17/5/20

Updated: 18/6/20



Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS3)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS3

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS2 and to KS4
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments)are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Unit 1a Mi vida Introduction to the target language Talking about family & pets	Unit 1b Mi vida continued Physical description – design a super hero	Unit 2 Mi tiempo libre Discussing free time and future plans	Unit 3 Mi insti. Schools around the world	Unit 4 Mi ciudad. Describing your town	Unit 5 De paseo por el mundo hispano(1) A Project to learn more about the target language
	KS3 NC covered	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence
	Powerful Knowledge	Reading & understanding Poems “el hombre de color”	Reading & understanding Poems “Tres poemas”	To use the present and future tense together	To tackle an authentic text (newspaper article)	To tackle an authentic text(magazine article)	To explore a variety of customs and festivals in Spain and Spanish speaking countries
	Mass Practice	End of topic assessments “all about me” (unit 1a) Listening, Speaking, Reading & Writing	End of topic assessments “all about me” (unit 1b) Listening, Speaking, Reading & Writing	End of topic assessments “my free time” (unit 2) Listening, Speaking, Reading & Writing	End of topic assessments “my school” (unit 3) Listening, Speaking, Reading & Writing	End of topic assessments “my city” (unit 4) Listening, Speaking, Reading & Writing	End of topic assessments “Spanish culture” (unit 5) Listening, Speaking, Reading & Writing

	<p>Distributed Practice</p>	<p>Year 6 language audit – KS2 transition (which language(s) do students already know?)</p> <p>Exit Ticket “all about me”</p> <p>Stretch opportunities using the 3rd person</p> <p>Low stakes grammar & vocabulary quiz based on “all about me”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Describing a photo – skills to analyse and describe a photo in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “my family and pets”</p> <p>Stretch opportunities using the correct adjectival agreement</p> <p>Low stakes grammar quiz based on “my family and pets”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “my free time”</p> <p>Stretch opportunities using opinions and the future tense</p> <p>Low stakes grammar quiz based on “my free time”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Listening milestone – using prediction & TRAPS: Tense or time frame, Reflect, Alternative words (synonyms), Positive or negative, Subject)</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “my school”</p> <p>Stretch opportunities using a variety of time phrases</p> <p>Low stakes grammar quiz based on “my school”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Writing milestone – using time phrases and two tenses</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “my city”</p> <p>Stretch opportunities using the present and future tense</p> <p>Low stakes grammar quiz based on “my city”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “Spanish culture”</p> <p>Stretch opportunities using two tenses, opinions & reasons</p> <p>Low stakes grammar quiz based on “Spanish culture”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Describing a photo – skills to analyse and describe a photo in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>
--	------------------------------------	--	--	---	--	--	--

	Powerful Knowledge	To identify the present and past tense together	To tackle an authentic text	To initiate a conversation / order a meal	Read a story "Billy Elliot" / Harry Potter	To identify the present, past and future tense together	To explore a variety of customs and festivals in Spain and Spanish speaking countries
	Mass Practice	End of topic assessments "holidays" (unit 1a) Listening, Speaking, Reading & Writing	End of topic assessments "holiday activities" (unit 1b) Listening, Speaking, Reading & Writing	End of topic assessments "my free time and hobbies" (unit 2) Listening, Speaking, Reading & Writing	End of topic assessments "food" (unit 3) Listening, Speaking, Reading & Writing	End of topic assessments "making arrangements to go out" (unit 4) Listening, Speaking, Reading & Writing	End of topic assessments "Spanish culture" (unit 5) Listening, Speaking, Reading & Writing

	<p>Distributed Practice</p>	<p>Exit Ticket “discussing a past holiday”</p> <p>Stretch opportunities using the past and present tense</p> <p>Low stakes grammar & vocabulary quiz based on “a past holiday”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Describing a photo – skills to analyse and describe a photo in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “holiday activities”</p> <p>Stretch opportunities using “se puede” + infinitive</p> <p>Low stakes grammar quiz based on “holiday activities”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “my free time and hobbies”</p> <p>Stretch opportunities using irregular verbs</p> <p>Low stakes grammar quiz based on “my free time and hobbies”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Listening milestone – using prediction & TRAPS: Tense or time frame, Reflect, Alternative words (synonyms), Positive or negative, Subject)</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “food”</p> <p>Stretch opportunities using a variety of time phrases and two tenses</p> <p>Low stakes grammar quiz based on “food”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “making arrangements to go out”</p> <p>Stretch opportunities using colloquial expressions</p> <p>Low stakes grammar quiz based on “going out”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “Spanish culture”</p> <p>Stretch opportunities using three tenses, opinions & reasons</p> <p>Low stakes grammar quiz based on “Spanish culture”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Describing a photo – skills to analyse and describe a photo in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>
--	------------------------------------	--	---	---	--	--	--

What are the key concepts to be covered?	Past tense, irregular past tense verbs, opinions and reasons, opinions in the past, using creative language and using two tenses together
What knowledge do they need to have a successful start to Year 9?	Using two tenses together, giving opinions in the present and past tense
How are topics spaced between unrelated topics?	<p>Grammar skills are interweaved within unrelated topics so that students can recall, recycle and transfer these skills to new contexts for use, in time leading to mastery. For example, in term 2 students revise the use of present and past tense opinions on the topic of holidays. They are then able to use their knowledge of present and past tense opinions to give their views on a totally unrelated topic in term 6 about their favourite Spanish festivals.</p> <p>Term 1 – past tense, past tense opinions & adjectival agreement Term 2 – past tense, present tense and opinions (in both tenses) Term 3 – future tense Term 4 - adjectival agreement, present & past tense Term 5 – present, past and future tense Term 6 – adjectival agreement, present, past, future tense & opinions</p>

9	Unit/Topic	Unit 1a Somos así Talking about things you like	Unit 1b Somos así continued Discussing birthday celebrations	Unit 2 ¡orientate! Saying what job you would like to do	Unit 3 En Forma Talking about a healthy lifestyle	Unit 4a ¡Desconéctate! Giving an account of a holiday	Unit 4b ¡Desconéctate! Giving an account of a holiday
	KS3 NC covered	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence
	Powerful Knowledge	To use a variety of opinions and reasons why	To use the present, past and future tense together	To discuss future ambitions	To use idioms	Use a variety of tenses to discuss a holiday	To make a complaint

	Mass Practice	End of topic assessments "Hobbies, likes and dislikes" (unit 1a) Listening, Speaking, Reading & Writing	End of topic assessments "Birthday celebrations" (unit 1b) Listening, Speaking, Reading & Writing	End of topic assessments "jobs" (unit 2) Listening, Speaking, Reading & Writing	End of topic assessments "food and healthy living" (unit 3) Listening, Speaking, Reading & Writing	End of topic assessments "giving a detailed account of a holiday" (unit 4) Listening, Speaking, Reading & Writing	End of topic assessments "discussing what went wrong on holiday" (unit 5) Listening, Speaking, Reading & Writing
--	----------------------	---	---	--	---	--	---

<p>Distributed Practice</p>	<p>Exit Ticket “hobbies likes and dislikes”</p> <p>Stretch opportunities Using synonyms for familiar opinions</p> <p>Low stakes grammar & vocabulary quiz based on “hobbies likes and dislikes”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Describing a photo – skills to analyse and describe a photo in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “Birthday celebrations”</p> <p>Stretch opportunities using the present, past and future tense</p> <p>Low stakes grammar quiz based on “Birthday celebrations”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “jobs”</p> <p>Stretch opportunities using reflexive verbs</p> <p>Low stakes grammar quiz based on “jobs”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Listening milestone – using prediction & TRAPS: Tense or time frame, Reflect, Alternative words (synonyms), Positive or negative, Subject)</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “food and healthy living”</p> <p>Stretch opportunities using a variety of time phrases and three tenses</p> <p>Low stakes grammar quiz based on “food and health living”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “giving a detailed account of a holiday”</p> <p>Stretch opportunities using idioms and a variety of tenses</p> <p>Low stakes grammar quiz based on “a past holiday”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Exit Ticket “discussing what went wrong on holiday”</p> <p>Stretch opportunities using idioms, WOW phrases and a variety of tenses</p> <p>Low stakes grammar quiz based on “what went wrong on holiday”</p> <p>Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</p> <p>Speaking milestone – asking and answering questions in Spanish</p> <p>Describing a photo – skills to analyse and describe a photo in Spanish</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>
------------------------------------	---	--	---	---	--	--

What are the key concepts to be covered?	Extended opinions and reasons (past, present & future) conditional tense, idioms and using a variety of tenses.
What knowledge do they need to have a successful start to Year 10?	Verb conjugation in 3 tenses, using coping strategies to access harder listening material and texts, creating interesting sentences using idioms.
How are topics spaced between unrelated topics?	<p>Grammar skills are interweaved within unrelated topics so that students can recall, recycle and transfer these skills to new contexts for use, in time leading to mastery. For example, in term 1 students revise the use of present, past and future tense on the topic of hobbies and free time. They are then able to use their knowledge of three tenses to discuss a totally unrelated topic in term 4 about food and healthy living in all three tenses.</p> <p>Term 1 – present, past & future tense Term 2 – future opinions + past and present tense Term 3 – adjectival agreement, present, past and future tense Term 4 – giving opinions in all three tenses, adjectival agreement Term 5 – present, past and future tense, using idioms Term 6 – idioms, present, past, future tense & opinions</p>

IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
------	--------	--------	--------	--------	--------	--------

7	Social/ Cultural Capital	Finding out about endangered animals in Spain and Latin America	Learning about Christmas in Spain	Describing a painting	Reading about the right to education	Recording an audio or video guide to a painting	Learning about Spanish festivals
	Tier 2/3 Vocabulary	<p>As the majority of students are new to Spanish, a substantial amount of time is dedicated to students absorbing tier 1 vocabulary as a means of basic communication in Spanish. Students have access to a list of key words at the beginning of the topic which are practised in the form of sentence level spelling tests and do now activities.</p> <p>Strong focus on recognising cognate patterns to facilitate tier 1 vocabulary learning.</p>	<p>Once students have mastered basic Spanish phrases and communication, the focus is on non-topic driven word lists. These lists are selected based on frequency of use - all of which are rich in tier 2 vocabulary.</p> <p>As part of their Exit Ticket for this term, tier 2 words are expected to be used.</p> <p>To encourage tier 2 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings.</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>As part of their Exit Ticket for this term, students will revisit term 1 work adding tier 2 words and phrases to improve the quality of language used.</p> <p>To encourage tier 2 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings.</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>As part of their Exit Ticket for this term, students will revisit term 2 work substituting their original tier 2 words and phrases for different ones.</p> <p>To encourage tier 2 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings.</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>As part of their Exit Ticket for this term, students will revisit term 3 work substituting their original tier 2 words and phrases for different ones.</p> <p>To encourage tier 2 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings.</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Students will revisit all of their tier 2 word lists by grouping them into multiple word class clusters, highlighting the relations between words within word families.</p>

Reading	Students will scan a text on the topic of "all about me" looking for cognates to find the correct information	Students will scan a text on the topic of "family and pets" looking for cognates and near cognates to help work out the meaning	Students will use context and the questions from a text on "free time" to guide them to the correct answers	Students will compare statements in Spanish, watching out for negatives then deciding if the statements are true or false on the topic of "school"	Scanning a text for distractors on the topic of "my city"	Using the four C's to help students understand the detail of the text and work out the meaning of new words. Clues Cognates Context Common sense
Writing	Extended writing tasks on the topic of "all about me" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "my family and pets" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "free time" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "school" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "my city" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "Spanish culture" Writing frames within activities to support extended writing tasks
Numeracy	Differentiated sums in Spanish for students to work out (addition)	Differentiated sums in Spanish for students to work out (subtraction)	Differentiated sums in Spanish for students to work out (division)	Differentiated sums in Spanish for students to work out (multiplication)	I went to the supermarket and I bought... calculating how much is left from a 20 euro note for example	Sequencing... which numbers are missing from the pattern
How does the PoS support students with SEND needs?	The curriculum is well differentiated and learning material adapted where appropriate. Teaching strategies may include the use of multisensory approaches including the use of ICT, working with teaching assistants, highlighting vocabulary e.g. masculine and feminine words in different colours, wording of questions is planned carefully, objectives are challenging yet achievable, additional thinking time in pairs, dialogue with students to ascertain how they achieved something etc... to eliminate any misconceptions. Further strategies will include identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention for them to enhance their learning. This intervention may include one to one learning sessions or small group working sessions where more time can be spent using personalised strategies for that particular student to help them to improve.					

<p>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</p>	<p>All lessons are well differentiated and targeted (bronze, silver, gold) tasks. For example; Bronze – my name is Juan Silver – My name is Juan and I live in Spain Gold - my name is Juan and I live in Spain, however my brother lives in England There is also a stretch on most slides and access to a differentiated challenge wall for all abilities.</p>						
<p>How does the PoS offer contextual content appropriate to Amington students?</p>	<p>Lessons are engaging to encourage student interest and maintain pace. Tasks are well differentiated to enable all students to feel confident and able to complete any task. Learning vocabulary outside of the lesson in the form of quizlets is actively encouraged and promoted throughout the department as many of our students are not supported with this at home and as a result do not regularly actively revise vocabulary outside of the learning sessions. Learning Spanish develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, they will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.</p>						
<p>8</p>	<p>Social/Cultural Capital</p>	<p>Finding out about a Spanish speaking holiday destination</p>	<p>Describing a town in your area, creating a tourist brochure</p>	<p>Writing a profile of a Hispanic singer</p>	<p>Creating a crazy recipe Making a cookery video</p>	<p>Describing outfits, giving a fashion show in Spanish</p>	<p>Creating a brochure about a fiesta</p>
	<p>Tier 2/3 Vocabulary</p>	<p>Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>In this term students will be exposed to the tier 2 words from year 7 "free time". Using a text from this topic we will develop the use of more tier 2 & 3 words that could be used.</p>	<p>Students will use tier 2/3 words that will have different meanings in the context of the lesson such as "tiempo" meaning time or holiday. These words will form part of a writing activity to describe a past holiday and holiday activities.</p> <p>Students will compare a UK holiday to a holiday abroad describing similarities and differences using a selection of tier 2/3 words</p>	<p>Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>In this term students will be exposed to the tier 2 words from year 7 "my free time and hobbies". Using a text from this topic we will develop the use of more tier 2 & 3 words that could be used</p>	<p>Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Students will select tier 2/3 words at the planning stage before their speaking milestone on the topic of food.</p>	<p>Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Students will listen attentively for tier 2/3 for their listening milestone on the topic of food. They will then use these words on the topic of food and lifestyle.</p>	<p>Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Students will use a variety of idioms to increase the tier 3 vocabulary usage on the topic of Spanish culture</p>

Reading	Student led reading, students have tier 2/3 words to help understand a news article about holidays	Skimming a text about holidays and holiday activities to help construct a list of expressions in the present and the past tense	Reading rubrics in Spanish on the topic of hobbies in order to summarise what is being asked and to write a clear response using tier 2/3 vocabulary	Using prediction & questioning to support students read a variety of authentic texts on the topic of food	Reading rubrics in Spanish on the topic of making plans in order to summarise what is being asked and to write a clear response using tier 2/3 vocabulary	Reading to summarise an extract information in Spanish using tier 2/3 vocabulary on the topic of Spanish culture
Writing	<p>Extended writing tasks on the topic of "a past holiday"</p> <p>Writing frames within activities to support extended writing tasks</p>	<p>Extended writing tasks on the topic of "holiday activities"</p> <p>Writing frames within activities to support extended writing tasks</p>	<p>Extended writing tasks on the topic of "free time"</p> <p>Writing frames within activities to support extended writing tasks</p>	<p>Extended writing tasks on the topic of "food"</p> <p>Writing frames within activities to support extended writing tasks</p>	<p>Extended writing tasks on the topic of "going out"</p> <p>Writing frames within activities to support extended writing tasks</p>	<p>Extended writing tasks on the topic of "Spanish culture"</p> <p>Writing frames within activities to support extended writing tasks</p>
Numeracy	<p>Bingo with numbers up to 100</p> <p>The students choose 5 numbers between 0 and 100.</p>	<p><u>Bip wiz 3/5</u></p> <p>Starting from 1, each student has to say a number in Spanish. When it is a multiple of 3, the student has to say "bip". When the number is a multiple of 5, the student has to say "wizz". When the number is a multiple of both 3 and 5, the student has to say "bip-wizz"</p>	<p>Noughts and crosses with multiplication and division</p>	<p>Get in order with multiplication</p> <p>Students are given cards with multiplication and division spelt out in Spanish. Each team has to get in order as quickly as possible. The team that got in order first gets the points.</p>	<p>Survey with diagrams</p> <p>students are be encouraged to take part in surveys in the classroom and compile their results as a pie chart or a diagram.</p>	<p><u>Bip wiz 4/6</u></p> <p>Going around the class, each student has to say a number in Spanish. When it is a multiple of 4, the student has to say bip. When the number is a multiple of 6, the student has to say wiz. When the number is a multiple of both 4 and 6, the student has to say "bip-wizz"</p>

How does the PoS support students with SEND needs?		The curriculum is well differentiated and learning material adapted where appropriate. Teaching strategies may include the use of multisensory approaches including the use of ICT, working with teaching assistants, highlighting vocabulary e.g. masculine and feminine words in different colours, wording of questions is planned carefully, objectives are challenging yet achievable, additional thinking time in pairs, dialogue with students to ascertain how they achieved something etc... to eliminate any misconceptions. Further strategies will include identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention for them to enhance their learning. This intervention may include one to one learning sessions or small group working sessions where more time can be spent using personalised strategies for that particular student to help them to improve.					
How does the PoS support students with low prior attainment/challenge those with high prior attainment?		All lessons are well differentiated and targeted (bronze, silver, gold) tasks. For example; Bronze – my name is Juan Silver – My name is Juan and I live in Spain Gold - my name is Juan and I live in Spain, however my brother lives in England There is also a stretch on most slides and access to a differentiated challenge wall for all abilities					
How does the PoS offer contextual content appropriate to Amington students?		Lessons are engaging to encourage student interest and maintain pace. Tasks are well differentiated to enable all students to feel confident and able to complete any task. Learning vocabulary outside of the lesson in the form of quizlets is actively encouraged and promoted throughout the department as many of our students are not supported with this at home and as a result do not regularly actively revise vocabulary outside of the learning sessions. Learning Spanish develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, they will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.					
9	Social/Cultural Capital	Understanding a Peruvian folk tale, writing story for younger children	Writing a rap, using rhyme and rhythm in Spanish	My Ex-student who has recently qualified as a Spanish teacher to speak to year 9 students about the importance of taking a language	Teaching a dance routine in Spanish	Giving information about tourist attractions	Recording an audio commentary for a bus tour Year 9 Spanish trip during activities week Destination: TBC

	<p>Tier 2/3 Vocabulary</p>	<p>Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Students will write about their hobbies and interests with a list of tier 2/3 words that they must use.</p> <p>To encourage tier 2/3 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings.</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Students will listen attentively for tier 2/3 words for their listening milestone on the topic of food. They will then use these words for a writing assessment on the same topic.</p> <p>To encourage tier 2/3 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>As part of their Exit Ticket for this term, students will revisit Year 8 term 2 work substituting their original tier 2 words and phrases for tier 3 words.</p> <p>To encourage tier 2/3 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings.</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>As part of their Exit Ticket for this term, students will revisit term 1 work substituting their original tier 2 words and phrases for different ones from memory.</p> <p>To encourage tier 2/3 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Students will revisit all of their tier 2/3 word lists from Year 7 & 8 by grouping them into multiple word class clusters, highlighting the relations between words within word families.</p> <p>To encourage tier 2/3 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings</p>	<p>Students will have access to a list of tier 2 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.</p> <p>Using their word clusters from previous years, students will write a rap, song or poem using tier 2/3 vocabulary to improve the quality of language used.</p> <p>To encourage tier 2/3 vocabulary, Spanish word wheels are used in lessons with a strong emphasis on the use of synonyms as high frequency words often have multiple meanings</p>
--	-----------------------------------	--	--	--	--	---	---

Reading	Reading to identify true or false statements in Spanish on the topic of hobbies and free time.	Using the four C's to help students understand the detail of the text and work out the meaning of new words. Clues Cognates Context Common sense	Using the four C's to understand a literary text	Using the four C's when reading challenging texts and authentic material like poems and news articles on the topic of healthy lifestyle.	Reviewing Key words on the topic of holidays. Reading to understand the gist.	Students will skim read a text based on holiday complaints using inference skills to answer the questions.
Writing	Extended writing tasks on the topic of "hobbies and free time" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "birthday celebrations" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "jobs" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "healthy lifestyle" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "holidays" Writing frames within activities to support extended writing tasks	Extended writing tasks on the topic of "holiday complaints" Writing frames within activities to support extended writing tasks
Numeracy	The ladder Students draw a ladder with 7 gaps. The teacher calls out number between – 20 and +30. The students have to organise the numbers in increasing order.	Mental arithmetic addition and subtraction Teacher gives a series of mental calculations in Spanish. Students put their hands up and answer as fast as possible to gain points for their team.	Circular loop Students are given a worksheet with a loop and numbers written in Spanish. They are given calculations to apply to the numbers in order to complete the loop.	I went to the supermarket and I bought... students calculate how much is left from a s 50 euro note for example	Sequencing Students figure out which numbers are missing from the pattern	Bip wiz 7/8 Going around the class, each student has to say a number in Spanish. When it is a multiple of 7, the student has to say "bip". When the number is a multiple of 8, the student has to say "wiz". When the number is a multiple of both 7 and 8, the student has to say "bip-wizz"

<p>How does the PoS support students with SEND needs?</p>	<p>The curriculum is well differentiated and learning material adapted where appropriate. Teaching strategies may include the use of multisensory approaches including the use of ICT, working with teaching assistants, highlighting vocabulary e.g. masculine and feminine words in different colours, wording of questions is planned carefully, objectives are challenging yet achievable, additional thinking time in pairs, dialogue with students to ascertain how they achieved something etc... to eliminate any misconceptions. Further strategies will include identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention for them to enhance their learning. This intervention may include one to one learning sessions or small group working sessions where more time can be spent using personalised strategies for that particular student to help them to improve.</p>
<p>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</p>	<p>All lessons are well differentiated and targeted (bronze, silver, gold) tasks. For example; Bronze – my name is Juan Silver – My name is Juan and I live in Spain Gold - my name is Juan and I live in Spain, however my brother lives in England There is also a stretch on most slides and access to a differentiated challenge wall for all abilities.</p>
<p>How does the PoS offer contextual content appropriate to Amington students?</p>	<p>Lessons are engaging to encourage student interest and maintain pace. Tasks are well differentiated to enable all students to feel confident and able to complete any task. Learning vocabulary outside of the lesson in the form of quizlets is actively encouraged and promoted throughout the department as many of our students are not supported with this at home and as a result do not regularly actively revise vocabulary outside of the learning sessions. Learning Spanish develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, they will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.</p>

How does the Implementation Plan meet the ACE curriculum design?

<p>Ambitious</p>	<p>Students are encouraged to develop their confidence in speaking Spanish in the form of roleplays and presentations. They also have the opportunity to perform to an audience, take risks and enjoy using the language creatively. Teaching phonics throughout the scheme of work develops phonological decoding which in turn not only enables students to access new language autonomously and accurately but also supports vocabulary learning, which is key to making progress in language learning. Regular revisiting and recycling of prior knowledge is a key feature of the Spanish curriculum.</p>
<p>Challenging</p>	<p>As early as Year 7 students read literary texts in Spanish [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. To facilitate this, students are routinely required to focus on specific sound-symbol correspondences (SSCs) which is embedded throughout the curriculum.</p>

	<p>Students regularly practise connecting the sound to the symbol, initially: with the symbol alone; in a source word, with source word picture, with source word gesture in addition to practise listening to and recognising the new SSCs in words; in sentences or in short passages.</p> <p>Lastly, high frequency 'source' words are implemented with more intensive practice activities (and systematic revisiting)</p>
Engaging	<p>Students will explore what life is like for young people in Spain. Lessons will provide a wide range of opportunities for listening, speaking, reading and writing. Lessons will be brimming with vocabulary learning in fun exciting ways like "vocabulary rockstars" and "Quizlet" games. Language and strategies from previous units are built on and recycled, so that knowledge is deeply embedded. In years 7 and 8, students complete a cultural unit that could be about an artist, a book, a film or the study of a custom or festival in the target language culture.</p> <p>There is also an opportunity for students to take part in comparative sentence builders on the topic of football and celebrities.</p>

What are the current strengths of the Implementation Plan?

- **Early introduction of ambitious phrases and recycling of high-frequency vocabulary.**
- **Logical ordering and recycling of grammar. Also, plenty of opportunities for students to recall, repeat and reuse vocabulary structures in a variety of contexts leading over time to mastery (homework and in lessons)**
- **Activities are structured so that students can encounter and practise language in engaging contexts, with a particular focus on developing students' cultural capital.**
- **Phonics are embedded throughout the curriculum to support the sound-writing relationship (phonics starter activity at the beginning of each session)**
- **Natural match of certain grammar points to particular contexts and vocabulary themes**
- **Skills in language adaptation and manipulation, so that students learn to create their own phrases to express their own ideas.**
- **Grammar and vocabulary structures are revisited often in order to recall and recycle in order to transfer skills to new contexts for use**
- **Students are able to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied**
- **new vocabulary and phrases which students can use immediately to communicate with one another**

What specific actions have to be taken in response to the above? Please consider:

- Core concept changes;
- Space interleaving changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- Assessments going forward are being redesigned to be more in line with the new GCSE (picture discussion, roleplays etc...)
- NQT's to increase current provision of KS3 after school clubs on additional days
- Consider how it might be possible to engage with feeder primary schools e.g. offering master classes, particularly in Term 6

- Ensure the new staff in the department receive appropriate CPD training