

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

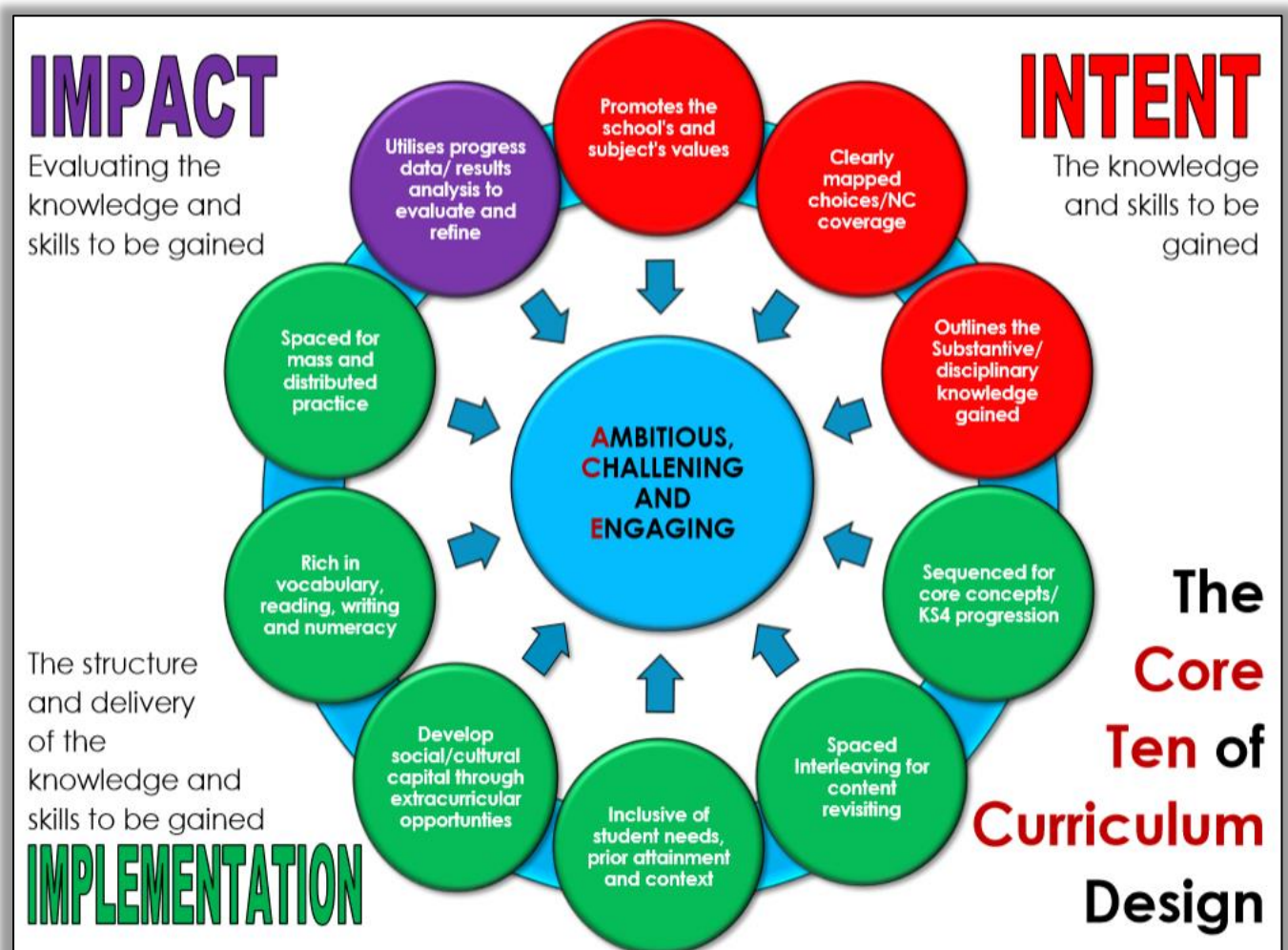
Key Stage 4

Subject: Spanish

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

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 KS3 and to KS5
- 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
10	Unit/Topic	Unit 2 Mi vida en el insti	Unit 3 Mi gente	Unit 4 Intereses e influencias.	Unit 4 Intereses e influencias.	Unit 5 Ciudades.	Unit 6 De costumbre.
	Specification/ Assessment Objective	Describing your school Using negatives Distinguishing between the present and the imperfect	Talking about socialising and family Using verbs in the present tense Describing people Recycling use of adjectival agreement	Talking about what's trending Using the perfect tense Listening for clues	Talking about who inspires you Using the he/she form of the perfect tense Translating a text into English	Describing a visit in the past Using different tenses together Extending spoken answers	Describing a special day Using reflexive verbs in the preterite Inferring meaning in a literary text
	Powerful Knowledge	Tackling listening and reading tasks which include distractors	Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	To translate a variety of news headlines	To use a variety of Idioms and WOW phrases	Narrating a story to add interest	Using the subjunctive and imperfect subjunctive
	Mass Practice	End of topic assessments "school" Listening, Speaking, Reading & Writing Trial examinations throughout the year	End of topic assessments "family & hobbies" (unit 1b) Listening, Speaking, Reading & Writing	End of topic assessments "my free time & influences" (unit 2) Listening, Speaking, Reading & Writing	End of topic assessments "my free time & influences" (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>Exit Ticket "school"</p> <p>Stretch opportunities comparing then and now</p> <p>Low stakes grammar & vocabulary quiz based on "school"</p> <p>Regular DNA activities, starters and plenaries e.g. Do Now memory challenge, Boggle, cinco al dia</p> <p>DNA example of "cinco al dia" Conjugate – ser & estar in the present tense List – personality adjectives Translate – when I was younger, I studied music Correct – mañana fui al mercado spot the odd one out – hablo, como, vives, escribo</p> <p>Describing a photo – skills to analyse and describe a photo in Spanish</p>	<p>Exit Ticket "family & hobbies"</p> <p>Stretch opportunities recognising similar ideas expressed differently</p> <p>Low stakes grammar quiz based on "my family & hobbies"</p> <p>Regular DNA activities, starters and plenaries e.g. Do Now memory challenge, Boggle, cinco al dia (conjugate, list, translate, correct, spot the odd one out etc...)</p> <p>DNA example of "cinco al dia" Conjugate – ser & estar in the past tense List – as many adverbs as you can Translate – when I was younger, I played football Correct – nayer voy al mercado spot the odd one out – hablas, vivo, escribes, comes</p>	<p>Exit Ticket "my free time & influences"</p> <p>Stretch opportunities using a range of past tenses</p> <p>Low stakes grammar quiz based on "my free time & influences"</p> <p>Regular DNA activities, starters and plenaries e.g. Do Now memory challenge, Boggle, cinco al dia (conjugate, list, translate, correct, spot the odd one out etc...)</p> <p>DNA example of "cinco al dia" Conjugate – ser & estar in the future tense List – as many time expressions as you can Translate – when I was younger, I read books Correct – hoy iba al mercado spot the odd one out – habla, come, viven, escribe</p>	<p>Exit Ticket "my free time & influences"</p> <p>Stretch opportunities listening for different tenses</p> <p>Low stakes grammar quiz based on "my free time & influences"</p> <p>Regular DNA activities, starters and plenaries e.g. Do Now memory challenge, Boggle, cinco al dia (conjugate, list, translate, correct, spot the odd one out etc...)</p> <p>DNA example of "cinco al dia" Conjugate – ser & estar in the conditional tense List – as many phrases to describe a photo as you can Translate – when I was younger, I watched films Correct – por la mañana voy no al mercado spot the odd one out – hablamos, comimos, vives, escribimos</p>	<p>Exit Ticket "my city"</p> <p>Stretch opportunities using a range of synonyms and antonyms</p> <p>Low stakes grammar quiz based on "my city"</p> <p>Regular DNA activities, starters and plenaries e.g. Do Now memory challenge, Boggle, cinco al dia (conjugate, list, translate, correct, spot the odd one out etc...)</p> <p>DNA example of "cinco al dia" Conjugate – IR in the present and past tense List – as many infinitives as you can Translate – when I was younger, I lived in Spain Correct – en el futuro fui al mercado spot the odd one out – hable, como, vivo, escribo</p>	<p>Exit Ticket "Spanish culture"</p> <p>Stretch opportunities using the absolute superlative</p> <p>Low stakes grammar quiz based on "Spanish culture"</p> <p>Regular DNA activities, starters and plenaries e.g. Do Now memory challenge, Boggle, cinco al dia (conjugate, list, translate, correct, spot the odd one out etc...)</p> <p>DNA example of "cinco al dia" Conjugate – IR in the future tense List – aas many connectives as you can Translate – when I was younger, I visited Spain Correct – cuando fui joven spot the odd one out – hablo, comi, vivo, escribo</p>
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	<p>Speaking skills – producing more developed answers using opposing opinions</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>Writing skills – using similes to add a literary dimension to a photo description</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts.</p> <p>Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Speaking skills – using persuasive language to develop written and spoken responses</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts.</p> <p>Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Speaking skills – using persuasive language to develop written and spoken responses</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts.</p> <p>Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Listening for both past tense problems in the imperfect tense and improvements that have already been made in the perfect tense.</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts</p> <p>. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>Describing a photo - skills to analyse and describe a photo in Spanish</p> <p>Understanding words and phrases that do not translate word for word.</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts.</p> <p>Do now activities, quizzes, learning questions and whole class feedback support this.</p>
<p>What are the key concepts to be covered?</p>	<ul style="list-style-type: none"> - Using three tenses together - Using the present continuous - using verbs of opinion to refer to different people <ul style="list-style-type: none"> - Tackling harder listening exercises - Using comparatives and superlatives - using a range of connectives and a range of negatives <ul style="list-style-type: none"> - Recognising similar ideas expressed differently <ul style="list-style-type: none"> - Improvising dialogues - Using synonyms and antonyms - Using idioms in different tenses 					
<p>What prior knowledge, at KS3, are you assuming they have?</p>	<p>Extended opinions and reasons (past, present & future) conditional tense, recognising idioms and using a variety of tenses. <i>Students should be able to introduce themselves, give opinions of their interests, describe a cultural event in Spanish, in addition to speaking in different time frames on various topics like school and holidays.</i></p>					
<p>What knowledge do they need to have a successful start to Year 11?</p>	<p>Being able to manipulate verbs (conjugation), use a variety of tenses independently, key skills to describe a photo and cope with improvising dialogue</p>					

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 school. They are then able to use their knowledge of three tenses to discuss a totally unrelated topic in term 6 about festivals and traditions in all three tenses.</p> <p>Term 1 – using a variety of tenses Term 2 – giving a range of opinions and using a variety of tenses Term 3 – using a range of connectives and negatives Term 4 – giving opinions in all three tenses, using comparative sentences Term 5 – using idioms in a variety of tenses, using a range of connectives Term 6 – using a variety of tenses, idioms, opinions, comparatives and connectives</p>
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11	Unit/Topic	Unit 7 ¡A currar!	Unit 8 Hacia un mundo mejor	Skills work, exam-style practice, revision/assessment	Skills work, exam-style practice, revision/assessment	Skills work, exam-style practice, revision/assessment	Skills work, exam-style practice, revision/assessment
	Specification/Assessment Objective	Discussing plans for the future Using different ways to express future plans Using 'if' clauses	Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems	A focussed revision period of key themes, skills and examination preparation for linear assessment.	A focussed revision period of key themes, skills and examination preparation for linear assessment.	A focussed revision period of key themes, skills and examination preparation for linear assessment.	A focussed revision period of key themes, skills and examination preparation for linear assessment.

	<p>Powerful Knowledge</p>	<p>To discuss future ambitions and apply for a summer job</p>	<p>To use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests</p>	<p>To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.</p>	<p>To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.</p>	<p>To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.</p>	<p>To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.</p>
	<p>Mass Practice</p>	<p>End of topic assessments "jobs" (unit 1a) Listening, Speaking, Reading & Writing</p> <p>Trial examinations throughout the year</p>	<p>End of topic assessments "the environment" (unit 1b) Listening, Speaking, Reading & Writing</p>	<p>Past GCSE papers Listening, Speaking, Reading & Writing</p>	<p>Past GCSE papers "my school" (unit 3) Listening, Speaking, Reading & Writing</p>	<p>Past GCSE papers assessments "my city" (unit 4) Listening, Speaking, Reading & Writing</p>	<p>Past GCSE papers assessments "Spanish culture" (unit 5) Listening, Speaking, Reading & Writing</p>

<p>Distributed Practice</p>	<p>Exit Ticket "jobs & work experience"</p> <p>Stretch opportunities using the subjunctive with cuando</p> <p>Low stakes grammar & vocabulary quiz based on "jobs & work experience"</p> <p>DNA example of "cinco al dia"</p> <p>Conjugate – hacer in the present tense</p> <p>List – 5 WOW phrases</p> <p>Translate – if only I could work abroad</p> <p>Correct – mañana fui al tienda</p> <p>spot the odd one out – photo task "sjobs"</p> <p>Speaking skills – Preparing to give more developed answers using coping strategies in the picture based, role play and presentation tasks.</p> <p>Daily opportunities to revisit and</p>	<p>Exit Ticket "the environment"</p> <p>Stretch opportunities using the imperfect tense and imperfect continuous</p> <p>Low stakes grammar quiz based on "the environment"</p> <p>DNA example of "cinco al dia"</p> <p>Conjugate – jugar in the present tense</p> <p>List – 5 idioms</p> <p>Translate – if only I could help the environment</p> <p>Correct – mañana iba al tienda</p> <p>spot the odd one out – photo task "environment"</p> <p>Writing skills – using complex language to extend sentences like idioms and WOW phrases</p> <p>Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Stretch opportunities</p> <ul style="list-style-type: none"> - presenting a persuasive written argument - Tackling harder listening exercises -Improvising dialogue, asking and answering questions more fluently -Understanding a range of synonyms and antonyms <p>Low stakes grammar quiz based on "infinitives and adjectives"</p> <p>DNA example of "cinco al dia"</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Stretch opportunities</p> <ul style="list-style-type: none"> - presenting a persuasive written argument - Tackling harder listening exercises -Improvising dialogue, asking and answering questions more fluently -Understanding a range of synonyms and antonyms <p>Low stakes grammar quiz based on "using a range of tenses"</p> <p>DNA example of "cinco al dia"</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Stretch opportunities</p> <ul style="list-style-type: none"> - presenting a persuasive written argument - Tackling harder listening exercises -Improvising dialogue, asking and answering questions more fluently -Understanding a range of synonyms and antonyms <p>Low stakes grammar quiz based on "using complex language"</p> <p>DNA example of "cinco al dia"</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Stretch opportunities</p> <ul style="list-style-type: none"> - presenting a persuasive written argument - Tackling harder listening exercises -Improvising dialogue, asking and answering questions more fluently -Understanding a range of synonyms and antonyms <p>Low stakes grammar quiz based on "distractors and synonyms"</p>
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		<p>recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</p>	<p>and whole class feedback support this.</p>	<p>Conjugate – ver in the present tense List – conjugate 3 idioms in the future tense Translate – if only I could go on holiday Correct – mañana fui al mercado spot the odd one out – photo task “holidays”</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>Conjugate – conocer in the present tense List – as many speculation phrases as you can Translate – If only I could get on with my sister Correct – mañana fui al mercado spot the odd one out – photo task “family”</p> <p>Speaking skills – Preparing to give more developed answers using coping strategies in the picture based, role play and presentation tasks.</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>Conjugate – hacer in the past tense List – as many irregular verbs in the past tense as you can Translate – if only I could be more healthy Correct – mañana fui al mercado spot the odd one out – photo task “free time”</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>DNA example of “cinco al dia” Conjugate – jugar in the past tense List – as many irregular future tense verbs as you can Translate – If only I could travel the world Correct – mañana fui al mercado spot the odd one out – photo task “jobs”</p> <p>Understanding words and phrases that do not translate word for word.</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>
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What are the key concepts to be covered?	<ul style="list-style-type: none"> - Using verbs in different forms - Using indirect object pronouns - Writing a formal letter - Using different ways to express future plans - Using the present subjunctive - Presenting a written argument - Using the pluperfect tense
What knowledge do they need to have a successful start to Year KS5?	<p>Being able to manipulate verbs (conjugation), use a variety of tenses independently and cope with improvising dialogue. Confidently holding a conversation in Spanish using fillers and coping strategies to deal with unexpected questions. Using persuasive language to write a formal response and giving opposing points of view on various topics.</p>
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 using idioms on the topic of the environment. They are then able to use their knowledge of idioms in a totally unrelated topic in term 4 when they revise holidays and travel.</p> <p>Term 1 – using the subjunctive and a range of tenses Term 2 – using a variety of idioms Term 3 – using a range of tenses and comparative sentences Term 4 – giving opinions in all three tenses, using the subjunctive Term 5 – using idioms in a variety of tenses, using a range of opinions Term 6 – using a variety of tenses, idioms, opinions, connectives and WOW phrases</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
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10	Social/ Cultural Capital	Students exploit the wealth of online material to bring current affairs into the classroom, e.g. use TL news headlines relevant to particular topics	A variety of Spanish books, newspapers, and magazines that students can access highlighting the cultural aspects of any literary text, story or poem	An introduction to Spanish film & television Film review – “el laberinto del fauno”	Research projects on aspects of culture (foods and meals, sports, musical events, film, school systems, customs)	Understanding Spanish songs, including information on the singer and analysis of the lyrics	Using idioms to highlight different ways of seeing the world
	Tier 2/3 Vocabulary	Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. This vocabulary is a revision of KS3 tier 2/3 words. This vocabulary is practised in the form of sentence level spelling tests, “cinco al día” and do now activities. In this term students will be exposed to the tier 2/3 words from year 9 “holidays”. Using a text from this topic we will develop the use of more tier 2 & 3 words that could be used.	Students will use tier 2/3 words that will have different meanings in the context of the lesson such as “manana” meaning tomorrow or morning. These words will form part of a writing activity to describe free time activities. Students will compare relationships with family members and friends using a selection of tier 2/3 words	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. In this term students will be exposed to the tier 2/3 words from term 1 “my school”. Using a text from this topic we will develop the use of more tier 2 & 3 words that could be used	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. Students will select tier 2/3 words at the planning stage before their speaking milestone on the topic of interests and influences	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. Students will listen attentively for tier 2/3 for their listening milestone on the topic of my area. They will then use these words on the topic of area.	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. Students will use a variety of idioms to increase the tier 3 vocabulary usage on the topic of Spanish culture

	Reading	<p>Using the four C's to help students understand the detail of the text and work out the meaning of new words.</p> <p>Clues Cognates Context Common sense</p>	<p>Students will scan a text on the topic of "family & hobbies" looking for tier 2/3 vocabulary to help work out the meaning</p>	<p>Students will use context and the questions from a text on "free time" to guide them to the correct answers</p>	<p>Students will compare statements in Spanish, watching out for negatives then deciding if the statements are true or false on the topic of "film & television"</p>	<p>Scanning a text for distractors on the topic of "my city"</p>	<p>Students will scan a text on the topic of "culture" looking for tier 2/3 vocabulary to help work out the meaning</p>
	Writing	<p>Extended writing tasks on the topic of "school"</p> <p>Scaffolded writing frames within activities to support extended writing tasks.</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of school</p> <p>Access to idioms glossary</p>	<p>Extended writing tasks on the topic of "family and hobbies"</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of hobbies</p>	<p>Extended writing tasks on the topic of "film and television"</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of film and television</p>	<p>Extended writing tasks on the topic of "interests and influences"</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of interests and influences</p>	<p>Extended writing tasks on the topic of "my city"</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of my city</p>	<p>Extended writing tasks on the topic of "Spanish culture"</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of Spanish culture</p>

<p>Numeracy</p>	<p>Bingo with numbers up to 100 The students choose 5 numbers between 0 and 100.</p> <p>Logical sequencing practice numbers between 0-100</p>	<p><u>Bip wiz 3/5</u> 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>Logical sequencing practice numbers between 0-100.</p>	<p>Get in order with multiplication 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 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> 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 wizz. When the number is a multiple of both 4 and 6, the student has to say "bip-wizz"</p>
<p>How does the PoS support students with SEND needs?</p>	<p>The curriculum is well differentiated and learning material adapted where appropriate. In addition, access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. 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 graded. For example;</p> <p>Grade 5 – normally I play football but last week I played tennis because it was fun.</p> <p>Grade 6 – when I was younger, I played football, however now it bores me. These days I prefer tennis, although next week I will not do any sport.</p> <p>Grade 7 – If I had to say which sport I liked most it would be football, if only I could play it every day then I would be as fit as a fiddle.</p> <p>There is also a stretch on most slides and access to a differentiated challenge wall for all abilities.</p>					

	How does the PoS offer contextual content appropriate to Amington students?	<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, activeLearn and Mary Glasgow Spanish magazine subscription online is actively encouraged and promoted throughout the department. 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>					
11	Social/ Cultural Capital	Analysis of visual media (paintings, sculpture, architecture, graffiti, advertising)	Students have access to authentic sources of online listening material to get a variety of different perspectives and hear other, particularly non-European 'voices' i.e a Mexican accent	Students exploit the wealth of online material to bring current affairs into the classroom, e.g. use TL news headlines relevant to particular topics	Students exploit the wealth of online material to bring current affairs into the classroom, e.g. use TL news headlines relevant to particular topics	Students exploit the wealth of online material to bring current affairs into the classroom, e.g. use TL news headlines relevant to particular topics	Students exploit the wealth of online material to bring current affairs into the classroom, e.g. use TL news headlines relevant to particular topics

	<p>Tier 2/3 Vocabulary</p>	<p>Students will use a variety of idioms to increase their usage of tier 3 vocabulary on the topic of jobs and work experience. Tier 3 vocabulary will also be accessed in the form of a “5 is the magic number” learning mat which exploits tier 3 vocabulary and WOW phrases</p>	<p>Students will use a variety of idioms to increase their tier 3 vocabulary usage on the topic of the environment. Tier 3 vocabulary will also be accessed in the form of a “5 is the magic number” learning mat which exploits tier 3 vocabulary and WOW phrases</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Students will listen attentively for tier 2/3 vocabulary for their listening milestone on the topic of school. They will then use these words for an improvised roleplay on the same topic.</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Students will analyse tier 2/3 vocabulary for their reading milestone on the topic of family & free time. They will then use these words for a writing activity on the same topic.</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Students will listen attentively for tier 2/3 vocabulary for their listening milestone on the topic of technology. They will then use these words for an improvised picture based discussion on the same topic.</p>	<p>GCSE Past papers covering all themes in all 4 skills (listening, speaking, reading, writing)</p> <ul style="list-style-type: none"> - Identity and Culture - Local area, holiday and travel - School - Future aspirations, study and work - International & global dimension <p>Students will analyse tier 2/3 vocabulary for their reading milestone on the topic of jobs. They will then use these words for a writing activity on the same topic.</p>
	<p>Reading</p>	<p>Student led reading; students have tier 2/3 words to help understand a news article about student work experience</p>	<p>Skimming a text about the environment to help construct a list of expressions in the present, past and future tense</p>	<p>Reading rubrics in Spanish on the topic of holidays in order to summarise what is being asked and to write a clear response using tier 2/3 vocabulary</p>	<p>Using prediction & questioning to support students read a variety of authentic texts on the topic of healthy living</p>	<p>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</p>	<p>Reading to summarise and extract information in Spanish using tier 2/3 vocabulary on the topic of Spanish culture</p>

	<p>Writing</p>	<p>Extended writing tasks on the topic of "jobs and work experience"</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of jobs and work experience</p>	<p>Extended writing tasks on the topic of "the environment"</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topic of the environment</p>	<p>GCSE Past writing papers covering various topics 1-8</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topics 1-2</p>	<p>GCSE Past writing papers covering various topics 1-8</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topics 3-4</p>	<p>GCSE Past writing papers covering various topics 1-8</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topics 5-6</p>	<p>GCSE Past writing papers covering various topics 1-8</p> <p>Writing frames within activities to support extended writing tasks</p> <p>Knowledge organiser including common misconceptions, high frequency language, Wow phrases and WAGOLL examples on the topics 7-8</p>
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<p>Numeracy</p>	<p>The ladder</p> <p>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.</p> <p>Logical sequencing practice numbers between 0-100</p>	<p>Mental arithmetic addition and subtraction</p> <p>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.</p>	<p>Circular loop</p> <p>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.</p> <p>Logical sequencing practice numbers between 0-100</p>	<p>I went to the supermarket and I bought...</p> <p>students calculate how much is left from a s 50 euro note for example</p>	<p>Sequencing</p> <p>Students figure out which numbers are missing from the pattern</p>	<p>Bip wiz 7/8</p> <p>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>
<p>How does the PoS support students with SEND needs?</p>	<p>The curriculum is well differentiated and learning material adapted where appropriate. In addition, access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. 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 graded. For example;</p> <p>Grade 5 – normally I play football but last week I played tennis because it was fun.</p> <p>Grade 6 – when I was younger I played football, however now it bores me. These days I prefer tennis, although next week I will not do any sport.</p> <p>Grade 7 – If I had to say which sport I liked most it would be football, if only I could play it every day then I would be as fit as a fiddle.</p> <p>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, activeLearn and Mary Glasgow Spanish magazine subscription online is actively encouraged and promoted throughout the department. 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>
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How does the Implementation Plan meet the ACE curriculum design?

<p>Ambitious</p>	<p>The ambitious curriculum, the strong progression and focus on key language skills ensure that pupils know more language and gain the confidence to use it independently. At the same time the strong cultural focus helps pupils to build knowledge of the countries where Spanish is spoken. The inclusion of authentic materials such as poems and songs, cultural quizzes and videos featuring a group of Spanish teenagers mean that cultural content is woven through the modules.</p>
<p>Challenging</p>	<p>The systematic progression in the Scheme of work underpinning the course ensures that pupils are always building on knowledge and skills they have been taught. They are given opportunities to apply their existing knowledge to new contexts and to build on it. In this way pupils are helped to embed knowledge and skills into long-term memory so that they know more, can do more and can use language more fluently.</p>
<p>Engaging</p>	<p>Our curriculum intentionally teaches pupils to manipulate vocabulary and grammar independently, with the goal of ultimately enabling them to express their true ideas in Spanish. We aim for a strong knowledge of grammar and sentence construction that allows pupils to communicate confidently and articulately with others, both at home and abroad.</p> <p>All pupils should experience success in every Spanish lesson. Lessons include regular practice of all core skills (speaking, listening, reading, writing, grammar and translation) to develop well-rounded linguists who can understand and respond to others in different contexts. We aim to reduce the fear and anxiety around language tests by explicitly teaching pupils practical techniques to deal with unfamiliar words. Processes such as deciphering meaning without complete comprehension and conjugating verbs develops pupils' other skills, such as logic, task sequencing and mathematical processing.</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.
- 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

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.

CPD for new NQT / SCITT who are new to the GCSE Pearson Edexcel specification.