

SKILLS PROGRESSION FOR SPANISH KS3

|            |  | HEAD  |  | HEART   |   | HAND  |   |  |  |   |
|------------|--|---|--|---|---|---|---|--|--|---|
|            | Topic  | vocab   | grammar  | LORIC<br>(leadership,<br>organisation,<br>resilience, initiative,<br>communication) | Cultural capital  | Listening   | Reading   | speaking   | Writing  | Grading                                     |
| First year | <b>Term 1</b><br><br><u>Module 1</u><br>Mi vida      | Retention of vocabulary relating to: <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Numbers</li> <li>• Alphabet</li> <li>• Pets</li> <li>• Personality</li> <li>• Birthdays</li> </ul>                             | Noun gender.<br><br>Adjectival agreement.  | Pair work<br>Group work<br><br>Build confidence<br>Commitment                       | Greeting in Spain and it's differences with greetings in the UK.                                    | Be able to understand simple sentences.<br><br>Skill assessed in test: Identify the correct personality description.  | Be able to understand simple sentences.<br><br>Skill assessed in test: Comprehension of text through answering questions in English.                              | Be able to express simple sentences<br><br>Skill assessed in test: Be able to answer 6 questions about animals, your name, your age, where you live, if you have brothers and sisters                                    | Be able to express simple sentences<br><br>Skill assessed in test: Complete a gap fill   | <b>G<br/>R<br/>A<br/>D<br/>E<br/><br/>1</b> |
|            | <b>Term 2</b><br><br><u>Module 2</u> Mi tiempo libre | Retention of vocabulary relating to: <ul style="list-style-type: none"> <li>• Likes/dislikes</li> <li>• opinions</li> <li>• Activities</li> <li>• Sports</li> <li>• Weather</li> <li>• Free time</li> <li>• Question words</li> </ul> | AR verb endings<br>Using the present tense.<br>Stem changing verbs<br>Irregular Verbs<br>Verbs with infinitive<br>Adjectival agreement | Pair work<br>Group work<br><br>Build confidence<br>Commitment                       | Covers cultural facts about how what the Spanish do with their free-time.<br><br>Christmas in Spain | Be able to understand 4 simple sentences.<br><br>skills assessed in test: Choose the correct activity mentioned.<br><br>Decide what sport different people like or dislike. | Be able to understand 4 simple sentences.<br><br>Skills assessed in test: Match up exercise.<br><br>Comprehension of text through answering questions in English. | Be able to express simple sentences<br><br>Skills assessed: Be able to answer 8 questions about days of the week, what you like to do, what you don't like to do, what you do in your free time, what you do on Mondays. | Be able to express simple sentences<br><br>Skills assessed: Write 20 words in Spanish saying what you like to do.<br><br>4 simple sentences to be translated in Spanish. |   |

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| Topic   | vocab  | grammar  | LORIC<br>(leadership,<br>organisation,<br>resilience, initiative,<br>communication)  | Cultural capital  | Listening   | Reading  | speaking  | Writing  | Grading                                     |  |
| <b>Term 3</b><br><u>Module 3</u><br>Mi inst                 | Vocabulary relating to: <ul style="list-style-type: none"> <li>School</li> <li>Subjects</li> <li>Opinions</li> <li>agreeing/disagreeing</li> <li>timetables</li> <li>school day</li> <li>food</li> </ul> | Me gusta Singular/Plural<br>Adjective agreement<br>Articles 'Un/a,<br>Unos/Unas'<br>Present tense verbs<br>-er,-ar,-ir | Pair work<br>Group work<br><br>Ask students to identify which Loric skill they've used at end of lesson.<br><br>Build confidence<br>Commitment | Covers cultural facts about how school and education operate in Spain.<br><br><br>  | Be able to understand 5 sentences with opinions and connective(s)<br><br>skills assessed in test:<br>Choose the correct activity mentioned.<br><br>Decide what school subjects are mentioned, | Be able to understand 5 sentences with opinions and connective(s)<br><br>skills assessed in test:<br>Match up exercise.<br><br>Comprehension of text through answering questions in English.                         | Be able to express 5 sentences with opinions and connective(s)<br><br>Skills assessed: Be able to answer 8 questions about school snacks, do you like history, what do you study on Mondays, what facilities does your school have, what do you do a break time.          | Be able to express 5 sentences with opinions and connective(s)<br><br>Skills assessed:<br>Write 20 words in Spanish saying what you like to do.<br><br>4 simple sentences to be translated in Spanish.         | <b>G<br/>R<br/>A<br/>D<br/>E<br/><br/>2</b> |  |
| <b>Term 4</b><br><u>Module 4</u><br>Mi familia y mis amigos | Vocabulary relating to: <ul style="list-style-type: none"> <li>Family members</li> <li>Personality</li> <li>Physical features</li> <li>Local area</li> <li>Carnivals</li> </ul>                          | Gender Singular/Plural<br>Adjectives and opinions<br>Él/Ella – Third person<br>Ser and Tener                           | Pair work<br>Group work<br><br>Ask students to identify which Loric skill they've used at end of lesson.<br><br>Build confidence<br>Commitment | Covers cultural facts about how Carnivals are celebrated in Spain.<br><br>Look at Diego Velázquez and his painting 'Las Meninas'. | Be able to understand 5 sentences with opinions and connective(s)<br><br>skills assessed in test:<br>Decide where people live.<br>Who is being described                                      | Be able to understand 5 sentences with opinions and connective(s)<br><br>skills assessed in test:<br>Fill in the gaps with the correct information.<br>Comprehension of text through answering questions in English. | Be able to express 5 sentences with opinions and connective(s)<br><br>Skills assessed: Be able to answer 8 questions about where people live, how many people are there in your family, what colour are your eyes, what is your hair like, what is your best friend like. | Be able to express 5 sentences with opinions and connective(s)<br><br>Skills assessed:<br>Write 20 words in Spanish saying what you think of your home.<br><br>4 simple sentences to be translated in English. |   |  |

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| <p><b>Term 5</b><br/><u>Module 5</u><br/>Mi Ciudad</p>      | <p>Vocabulary relating to:</p> <ul style="list-style-type: none"> <li>Description of Town and local area</li> <li>Telling the time</li> <li>In a café – Ordering</li> <li>Plans for the weekend</li> </ul>                             | <p>Connectives<br/>Verb –ir<br/>Querer – to want<br/>Future tense<br/>Two tenses</p>   | <p>Pair work<br/>Group work</p> <p>Ask students to identify which Loric skill they've used at end of lesson.</p> <p>Build confidence<br/>Commitment</p> | <p>Covers cultural facts about cities and regions in Spain.</p>  | <p>Be able to understand 5 sentences with opinions and connective(s)</p> <p>skills assessed in test:<br/>Decide what people say about what is in their town.</p>                               | <p>Be able to understand 5 sentences with opinions and connective(s)</p> <p>skills assessed in test:<br/>Choose the correct image for each statement.<br/>Comprehension of text through answering questions in English.</p>                             | <p>Be able to express 5 sentences with opinions and connective (s</p> <p>Skills assessed: Be able to answer 8 questions about where people live, what there is in your town, what your town doesn't have, and whether you like it or not.</p> | <p>Be able to express 5 sentences with opinions and connective (s</p> <p>Skills assessed:<br/>Write 20 words in Spanish using the future tense saying what you are going to do this weekend.</p> <p>6 simple sentences to be translated in English.</p>                     |  |
| <p><b>Term 6</b><br/><u>Module 6</u><br/>Mis vacaciones</p> | <p>Vocabulary relating to:</p> <ul style="list-style-type: none"> <li>Holiday travel in past tense</li> <li>Transport</li> <li>Countries</li> <li>Holiday activities</li> <li>Holiday problems</li> <li>Describing holidays</li> </ul> | <p>Preterite tense – Ir<br/>Fui/Fuimos<br/>Holiday activities in preterite tense:<br/>hice/bailé/jugué/comí<br/>Holiday travel in past tense:<br/>Preterite tense with ser<br/>Making verbs negative</p> | <p>Pair work<br/>Group work</p> <p>Ask students to identify which Loric skill they've used at end of lesson.</p> <p>Build confidence<br/>Commitment</p> | <p>Covers cultural facts about how the Spanish holiday and other holiday destinations in the Spanish speaking world.</p> | <p>Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.</p> <p>skills assessed in test:<br/>Past Tense. Decide what people say about their holidays.</p> | <p>Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.</p> <p>skills assessed in test:<br/>Choose the correct image for each statement.<br/>Comprehension of text through choosing the 6 correct statements.</p> | <p>Be able to express a 40-word passage with opinions, 2 connectives, and a second tense.</p> <p>Skills assessed: Be able to answer 8 questions about holiday travel, where they went, with who, and what was it like.</p>                    | <p>Be able to produce a 40-word paragraph with opinions, 2 connectives, and a second tense.</p> <p>Skills assessed:<br/>Write 40 words in Spanish using the past tense saying where they went and what they did.</p> <p>4 simple sentences to be translated in English.</p> | <p><b>G<br/>R<br/>A<br/>D<br/>E<br/><br/>3</b></p> |

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| Topic   | vocab   | grammar  | LORIC<br>(leadership,<br>organisation, resilience,<br>initiative,<br>communication)  | Cultural capital   | Listening  | Reading   | speaking   | Writing   |
| Term 1<br><br><u>Module 1</u><br>Todo sobre mi vida | Vocabulary relating to: <ul style="list-style-type: none"> <li>• Use of mobile phone</li> <li>• Types of music</li> <li>• Opinions</li> <li>• Genres of TV shows</li> </ul>                 | Comparatives<br>Preterite tense ví,<br>escuché, usé<br>Present tense | Pair work<br>Group work<br><br>Ask students to identify which Loric skill they've used at end of lesson.<br><br>Build confidence<br>Commitment | Covers cultural facts about TV in Spain and differences with UK TV. Cover styles of music from Hispanic countries. | Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.<br><br>skills assessed in test: Past Tense. Decide what TV shows people like and dislike. | Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.<br><br>skills assessed in test: Choose the correct time for each statement. Comprehension of text through choosing the 6 correct statements. | Be able to express a 40-word passage with opinions, 2 connectives, and a second tense.<br><br>Skills assessed: Be able to answer 8 questions about holiday travel, where they went, with who, and what was it like.                                | Be able to produce a 60-word paragraph with opinions, 2 connectives, and a second tense.<br><br>Skills assessed: Write 60 words in Spanish saying how you use your mobile, what type of TV shows you like and what you did yesterday.<br><br>4 simple sentences to be translated in English.              |
| Term 2<br><br><u>Module 2</u><br>¡A comer!          | Vocabulary relating to: <ul style="list-style-type: none"> <li>• Food/drink</li> <li>• Meal times</li> <li>• Ordering a meal – Formal</li> <li>• Buying food</li> <li>• Opinions</li> </ul> | Present tense of irreg verbs<br>Preterite<br>Future tense            | Pair work<br>Group work<br><br>Ask students to identify which Loric skill they've used at end of lesson.<br><br>Build confidence<br>Commitment | Covers cultural facts about regional food, meal times and customs around Spanish gastronomy.                       | Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.<br><br>skills assessed in test: Decide what food people like and dislike.                 | Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.<br><br>skills assessed in test: Choose the correct menu for each item. Comprehension of text through choosing the correct preference.        | Be able to express a 40-word passage with opinions, 2 connectives, and a second tense.<br><br>Skills assessed: Be able to answer 8 questions about food, what you drink, eat, when do you have dinner and what do you normally have for breakfast. | Be able to produce a 60-word paragraph with opinions, 2 connectives, and a second tense.<br><br>Skills assessed: Write 60 words in Spanish saying what you don't like to eat, what are you going to do this weekend and what you did last weekend.<br><br>4 simple sentences to be translated in English. |

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| <p>Term 3</p> <p><u>Module 3</u><br/>¿Qué hacemos?</p>    | <p>Vocabulary relating to:</p> <ul style="list-style-type: none"> <li>• Personality</li> <li>• Relationships</li> <li>• Music</li> <li>• Agreeing, disagreeing and giving Reasons</li> <li>• Clothes</li> <li>• Your passion</li> </ul> | <p>Reflexive verbs<br/>Adjectival agreement<br/>The near future tense<br/>Past, present and future tenses</p> | <p>Pair work<br/>Group work</p> <p>Ask students to identify which Loric skill they've used at end of lesson.</p> <p>Build confidence<br/>Commitment</p> | <p>Covers cultural facts about fashion and business in Spain.<br/>Inditex which own Zara, Pull and Bear, Mango etc.</p> | <p>Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.</p> <p>skills assessed in test:<br/>Decide where people want to go.</p>                      | <p>Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.</p> <p>skills assessed in test:<br/>Choose the correct person for each statement.<br/>Comprehension of text through choosing the correct preference.</p> | <p>Be able to express a 40-word passage with opinions, 2 connectives, and a second tense.</p> <p>Skills assessed: Be able to answer 4 questions about what you are interested in, what you normally wear at the weekend, your getting ready routine before you go out to a party, and what you normally do at the weekends.</p> | <p>Be able to produce a 60-word paragraph with opinions, 2 connectives, and a second tense.</p> <p>Skills assessed: Write 60 words in Spanish saying what you normally wear at the weekend, what you are going to wear this weekend and describing a recent event you have been to.</p> <p>4 simple sentences to be translated in English.</p> |
| <p>Term 4</p> <p><u>Module 4</u><br/>Operación verano</p> | <p>Vocabulary relating to:</p> <ul style="list-style-type: none"> <li>• Describing holiday homes</li> <li>• Holiday activities</li> <li>• Asking for directions</li> <li>• Summer destination</li> <li>• Expressions of time</li> </ul> | <p>Comparatives<br/>Superlatives<br/>Imperatives<br/>Time phrases</p>   | <p>Pair work<br/>Group work</p> <p>Ask students to identify which Loric skill they've used at end of lesson.</p> <p>Build confidence<br/>Commitment</p> | <p>Covers cultural facts about beach, mountain and city style holidays.</p>   | <p>Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.</p> <p>skills assessed in test:<br/>Decide what is in people's homes and neighbourhoods.</p> | <p>Be able to understand 40-word paragraphs with opinions, 2 connectives, and a second tense.</p> <p>skills assessed in test:<br/>Which summer camp best fits.<br/>Comprehension of text through choosing the correct preference.</p>                  | <p>Be able to express a 40-word passage with opinions, 2 connectives, and a second tense.</p> <p>Skills assessed: Be able to answer 4 questions about what your house is like, what it has, what you can do in your town, and where your house is.</p>  | <p>Be able to produce a 60-word paragraph with opinions, 2 connectives, and a second tense.</p> <p>Skills assessed: Write 60 words in Spanish saying what your holiday home is like, what you did yesterday and where you are going to go this summer.</p> <p>Skills assessed:<br/>4 simple sentences to be translated in English.</p>         |

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## SKILLS PROGRESSION FOR SPANISH KS3

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|            |      |   | Head   |   | Speaking (HEART)                                   |  |   | Writing (Hand)   |
|------------|------|---|--|---|--|--|---|--|
|            | Term | VOCAB   | Listening  | Reading   | Class survey                                       | Pair work (expect at least pupils to answer/ ask...)   | Presentation or role play 1 minute  | Writing skills   |
| Third year | 1.1  | French speaking countries: Algeria, Morocco, Tunisia  | <p>Gap fill task<br/>6 words to find from a list of 9 words to choose from</p> <p>Non verbal communication: identify correct answer (choice of 3)</p> <p>True or false: 6 qs</p> <p>Transcription: be able to write 4 extended phrases correctly</p> | <p>Questions in English about text in FL <b>Questions should start test understanding of inferred meaning.</b></p> <p>Non verbal communication. Choice of 4 answers</p> <p>Answer in the FL to a series of questions in FL about a FL text. (answers limited to id a person)<br/>ie: Q : qui aime la lecture?<br/>A : Nadine</p>  | 6 questions to be asked<br>6 answers to give in FL | 12 questions to be asked and answered. Pupils told not to stick to any particular order to encourage partner to really listen. | 4 tenses in use 5 connectives<br>3 opinions<br>3 justifications<br>4 <sup>th</sup> tense: simple verb form, using first person/ (je voudrais), or 3 <sup>rd</sup> person (c'était/ ce sera, ce serait) are acceptable.  | 80-90 words<br>OR 130-150 words for the more able. (max. step 3 to be awarded, aim is to train pupils to write 130 words, not so much the content.)<br>4 tenses in use 5 connectives<br>3 opinions<br>3 justifications |
|            | 1.2  | <p>Qui suis-je?<br/>Talking about friends and what makes a good friend<br/>Using irregular verbs in the present tense</p> <p>Talking about family relationships<br/>Using reflexive verbs in the present tense</p> <p>Making arrangements to go out<br/>Using the near future tense</p> | <p><b>Be able to answer questions in English about opinions, justifications, when the actions take place</b></p>   | <p>True or false: 6qs about a text.</p> <p>translations: show ability to translate 5 extended sentences using 3 tenses</p>  |  |  |   |  |
|            | 2    | <p>Qui suis-je?<br/>Talking about your life when you were younger<br/>Using the imperfect tense<br/>Discussing role models<br/>Using the present, perfect and imperfect tenses</p>  | <p>Gap fill task<br/>6 words to find from a list of 10 words to choose from</p> <p>Non verbal communication: identify correct answer (choice of 3)</p> <p>True or false: 6 qs</p>  | <p>Questions in English about text in FL. <b>Questions should start test understanding of inferred meaning.</b></p> <p>Non verbal communication. Choice of 4 answers</p> <p>Answer in the FL to a series of questions in FL about a FL text. (answers limited to id a person)<br/>ie: Q : qui aime la lecture?<br/>A : Nadine</p> | 6 questions to be asked<br>6 answers to give in FL | 13 questions to be asked and answered. Pupils told not to stick to any particular order to encourage partner to really listen. | 5 tenses in use 5 connectives<br>3 opinions<br>3 justifications<br>4 <sup>th</sup> tense: simple verb form, using first person/ (je voudrais), or 3 <sup>rd</sup> person (c'était/ ce sera, ce serait) are acceptable.<br><br>Role play: expectation of 5 exchanges between students. | 80-90 words<br>OR 130-150 words for the more able. (max. step 3 to be awarded, aim is to train pupils to write 130 words, not so much the content.)<br>4 tenses in use 5 connectives<br>3 opinions<br>3 justifications |



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|---|--|---|--|---|---|--|---|
|   |  | <p>Transcription: be able to write 5 extended phrases correctly</p> <p><b>Be able to answer questions in English about opinions, justifications, when the actions take place</b></p>  | <p>True or false: 6qs about a text.</p> <p>translations: show ability to translate 5 extended sentences using 3 tenses</p> <p><b>be able to answer questions about a literary text.</b></p>  |   |   |  |   |
| 3 | <p>Le temps des loisirs (leisure)</p> <p>Revising sport and music</p> <p>Revising technology, films and TV</p> <p>Talking about sport</p> <p>Using depuis + the present tense</p> <p>Talking about your life online</p> <p>Using the comparative</p> <p>Talking about books and reading</p> <p>More practice of the imperfect tense</p> <p>Talking about television programmes</p> <p>Using direct object pronouns (le, la, les)</p> <p>Talking about actors and films</p> <p>Using superlative adjectives</p> | <p>Gap fill task</p> <p>6 words to find from a list of 12 words to choose from</p> <p>Non verbal communication: identify correct answer (choice of 3)</p> <p>True or false: 6 qs</p> <p>Transcription: be able to write 6 extended phrases correctly</p> <p><b>Be able to answer questions in English about opinions, justifications, when the actions take place</b></p> | <p>Questions in English about text in FL. <b>Questions should start test understanding of inferred meaning.</b></p> <p>Non verbal communication. Choice of 4 answers</p> <p>Answer in the FL to a series of questions in FL about a FL text. (answers limited to id a person)</p> <p>ie: Q : qui aime la lecture?<br/>A : Nadine</p> <p>True or false: 6qs about a text.</p> <p>translations: show ability to translate 5 extended sentences using 3 tenses</p> <p><b>be able to answer questions about a literary text.</b></p> | <p>6 questions to be asked</p> <p>6 answers to give in FL</p> | <p>13 questions to be asked and answered. Pupils told not to stick to any particular order to encourage partner to really listen.</p> | <p>5 tenses in use 5 connectives</p> <p>3 opinions</p> <p>3 justifications</p> <p>4<sup>th</sup> tense: simple verb form, using first person/ (je voudrais), or 3<sup>rd</sup> person (c'était/ ce sera, ce serait) are acceptable.</p> <p>Role play: expectation of 5 exchanges between students.</p> | <p>80-90 words</p> <p>OR 130-150 words for the more able. (max. step 3 to be awarded, aim is to train pupils to write 130 words, not so much the content.)</p> <p>4 tenses in use 5 connectives</p> <p>3 opinions</p> <p>3 justifications</p> |