

## Modern Foreign languages: GCSE Spanish

Our aim is for MFL learners at Ebor Academy Filey to enjoy learning foreign languages and to recognise the benefits of language learning in a globalised 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. We aim to foster pupils' curiosity and develop their cultural capital by deepening their understanding of the world as well as promoting a greater understanding of their own language. Our teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. By developing their communication skills and confidence, we play a vital role in preparing students for life beyond school.

In KS4, students will practise and enhance their language skills in listening, speaking, reading and writing. They will also deepen their understanding of grammar and awareness of how the Spanish language is constructed. Students build on the foundation of KS3 to create and understand increasingly complex and varied language whilst developing skills and knowledge in preparation for further study at KS5.

There are three 'themes' of study: Identity & Culture, Local, National and International Areas of Interest and Current & Future Study & Employment. Within these themes, students study topics that relate to them and their lives such as: social media, the environment and celebrations. They also broaden their understanding of the cultures of Spanish-speaking countries around the world.

### key concepts taught in year 10 Spanish:

Autumn term	Spring	Summer
<p><b>Desconéctate!</b> <b>Mi vida en el insti</b> Through the topic of holidays, students will review present, past &amp; future tenses studied in KS3 as well as weather expressions. They will develop vocabulary for describing places &amp; talking about previous holidays.</p> <p>We will then move on to the topic of school. Students will learn how to talk about their lessons, their teachers, the school rules &amp; their school building &amp; how to give increasingly more complex opinions. They will learn more complex grammatical structures such as <i>desde</i> &amp; <i>desde hace</i> (for &amp; since) and more complex negative verb forms such as <i>tampoco</i> (neither) &amp; <i>nada</i> (nothing).</p> <p>Students will continue to develop all 4 skills (listening, reading, writing &amp;</p>	<p><b>Mi gente</b> During the spring term, students will develop the ability to talk about different relationships. They will learn to use reflexive verbs (<i>I get on well with / I fight with</i>) and continue to develop their range of adjectives &amp; expressions to describe people.</p> <p>We will then learn how to talk about free time activities, including technology use, and revisit language studied at KS3 to talk about hobbies &amp; sporting activities. Students will be introduced to more complex language, including <i>soler</i> (usually / used to) &amp; both imperfect &amp; perfect tenses. This will enable them to access higher GCSE grades.</p> <p>We will continue to develop the 4 skills &amp; familiarise students with GCSE exam tasks. We will also continue to practice present, past &amp; future tenses as well</p>	<p><b>Ciudades</b> <b>Hacia un mundo mejor</b> Students will revisit the theme of describing places, which we looked at KS3. and expand this theme with students learning how to describe &amp; give opinions on where they live.</p> <p>Students will develop their knowledge by talking about their ideal town (using the conditional tense) and making predictions about changes that will happen to their town (future tense). We will consider what we can do to protect the environment both in our homes &amp; in our towns.</p> <p>Students will also learn how to give and ask for directions.</p> <p>Students will continue to review &amp; language &amp; grammatical structures previously studied as well as develop the 4 skills &amp; become increasingly</p>

speaking) as well as become familiar with different task types in the GCSE exam.	as how to give opinions using a wide range of language.	familiar with different GCSE task types.
<b>Important language:</b>	<b>Important language:</b>	<b>Important language:</b>
Present, past & future tense verbs. Question forms <i>Desde</i> (for) & <i>desde hace</i> (since) Negative verb forms Giving opinions in past, present & future tenses (+ adjectives & adjective agreement) Comparative & superlative adjectives Describing your school & school rules	Describing people Reflexive verbs (using 3 tenses) Different tenses: imperfect, perfect & present continuous <i>Soler</i> (usually / used to) Giving extended opinions as well as language for agreeing & disagreeing	Describing where you live, including conditional & future tenses <i>Tan</i> & <i>tanto</i> (so & such) <i>Hay</i> & <i>no hay</i> (there is / isn't) Environmental issues & solutions Giving extended opinions as well as language for agreeing & disagreeing

## key concepts taught in year 11 Spanish:

Autumn term	Spring	Summer
<p><b>A currar</b> At the start of the autumn term, there will be a focus on reviewing &amp; consolidating previous knowledge, particularly key tenses, giving opinions &amp; use of adjectives. We will continue to develop students' understanding of &amp; progress in GCSE task types and will continue to develop all 4 skills.</p> <p>Students will then learn to talk about the world of work &amp; develop a range of expressions to talk about their future plans. We will also introduce more complex expressions with <i>cuándo</i> (when) and <i>tanto...como</i> (as...as). Students will become increasing fluent in both written &amp; spoken language as they approach their GCSE examinations.</p>	<p><b>De costumbre</b> In the Spring term, students will return to the topic of daily routine &amp; habits. They will revisit reflexive verbs and learn more complex terms to talk about their routines, such as <i>antes de</i> (before doing), <i>después de</i> (after doing) &amp; <i>acabar de</i> (to have just done).</p> <p>Students will learn different parts of the body and learn how to talk about different illnesses &amp; medical conditions.</p> <p>Our focus this term will be on continuing to develop familiarity &amp; confidence with GCSE task types.</p>	<p>As the students start their GCSE examinations, the summer term is given over to independent &amp; guided revision. In Spanish, there will be an initial focus on preparing students for their GCSE speaking test which takes place during the month of May.</p>
<b>Important language:</b>	<b>Important language:</b>	
Jobs (masculine & feminine nouns) with <i>ser</i> & adjectives to describe them. <i>Tanto...como</i> (as ... as) <i>Saber</i> vs. <i>conocer</i> (to know) Different future expressions Review of key tenses Giving extended opinions with complex linking words & adjectives	Acabar de (to have just) Antes / después de + infinitive (before & after doing) Adjectives with <i>ísimo</i> Me duele + body parts Reflexive verbs Review of key tenses Giving extended opinions with increasingly more complex linking words & adjectives	

## Key staff contacts:

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## What are the main skills my child will develop in GCSE Spanish?

- Students will further develop their understanding of Spanish, its grammar and vocabulary, across all 4 skills (reading, writing, listening & speaking).
- Students increasingly apply new grammatical structures & vocabulary to both written & spoken tasks and independently apply prior learning to new contexts.
- Students will develop their skills in navigating examination questions, learning how they are marked and strategies for securing the best possible grade.
- Students, in spoken and written passages, will become more aware of aspects of life in Spanish-speaking countries. They will be able to give and understand information on themes relevant to young people such as the environment, social action, healthy lifestyles, smoking, drugs and alcohol.
- In developing skills in grammar, translation, understanding longer spoken and written texts containing unfamiliar language and creating increasingly complex spoken and written language, we provide students with a secure basis for transition to KS5.

## How can I help my child with their learning?

- 📖 Ask your child to teach you something that they have learnt in their language class.
- 📖 Help your child to learn new vocabulary by making flashcards & testing them.
- 📖 Encourage your child to regularly revise grammar & vocabulary points they have previously met, so that they are more likely to remember them in the future.
- 📖 Encourage your child to download a Spanish app onto their phone, e.g. Duolingo, and to use websites such as [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and BBC Bitesize GCSE Spanish [www.bbc.co.uk/bitesize/examspecs](http://www.bbc.co.uk/bitesize/examspecs)
- 📖 Remind your child to use a bi-lingual dictionary or an online dictionary such as [www.wordreference.com](http://www.wordreference.com) but to avoid translation sites!
- 📖 From the summer term, remind your child to regularly complete reading & listening tasks in their purple GCSE revision book and to highlight & learn any unknown vocabulary.
- 📖 From the summer term, help your child practice their answers to their GCSE speaking test questions.
- 📖 Watch a Spanish film together on Netflix
- 📖 Encourage your child to use the AQA Spanish Revision Guide and Workbook to highlight / record / learn any new vocabulary and to complete these pages on a regular basis.

## How will my child be assessed?

In KS4, we formally assess the students in two skills per term. This includes a passive skill (listening or reading) and an active skill (speaking or writing). Skills that we do not assess in the autumn term are assessed in the spring term. Our formal MFL assessments are linked to the requirements of the GCSE exams. Assessment criteria are shared regularly with the students and they know how to access the different grades prior to the assessment. Post-assessment, students are also encouraged to set personal targets to improve on their performance.

Formal mock examinations in KS4 take place in the Summer term of Y10 as well as the Autumn & Spring terms of Year 11. Students sit papers in all four skills in exam conditions and grades are assigned according to the mark scheme / grade boundaries for that particular year.

In their GCSE examination, students sit three written papers and complete a spoken assessment. Each paper is equivalent to 25% of the overall grade. In both the listening & reading papers, students answer questions in both English and Spanish. In the speaking assessment, students participate in a recorded interview with the class teacher. Tasks include a photo card task, a role-play task and a conversation with their class teacher. In the writing paper, students complete translation & written tasks, with more extended pieces of writing required for higher tier entry students.

In the MFL department, we value the importance of providing students with feedback on their work that enables them to progress. We therefore provide formative feedback that requires a response from our students. This feedback will usually be in English, so that the pupil is fully aware of what he or she needs to focus on to make progress. Targets are specific and may be in the form of a question to encourage students to respond and to create a two-way dialogue between pupil and teacher. Examples are 'Add five sentences which show use of the comparative form' or 'Add a paragraph which uses at least three new time expressions from your word mat' Typically, students complete this work in green pen and are then able to reflect clearly on where they can improve their work.

We also encourage our MFL students to self-assess on a regular basis through weekly 5-a-day review activities and regular vocabulary & grammar tests. They are encouraged to self & peer assess their work wherever possible.