

Y7 Spanish Scheme of work

Autumn Term: 13 weeks = 26 x 50 min lesson = 22 hours

Spring Term: 11 weeks = 22 x 50 min lesson = 18 hours

Summer Term: 12 weeks = 24 x 50 min lesson = 20 hours

KS2 curriculum plans show that there is significant variability in the choice of language taught at primary, the provision of curriculum time given to languages and the content delivered.

Our KS3 scheme of work is therefore adapted so that:

- Students with little or no prior knowledge of languages will be taught the fundamental aspects of the foreign language so that there are no significant gaps in their foundational knowledge or understanding of languages. The key stage 3 scheme of work encompasses and builds on the key stage 2 programme of study, so no students will be disadvantaged by a limited experience of studying languages at key stage 2.*
- The curriculum can be adapted so that students with significant prior knowledge of languages make good progress, building on their knowledge from key stage 2 and moving on from their starting point. Our languages curriculum is ambitious for all students, and teaching is informed by detailed, ongoing assessment of students' current knowledge and understanding. All students, therefore, can expect teachers to adapt lessons to ensure that they are challenging and allow them to make good progress.*

- **Each topic must be delivered following the Extensive Processing Instruction:**

Steps	Sequence of lessons	Meaning https://gianfrancoconti.com/2020/01/09/my-approach-extensive-processing-instruction-e-p-i-an-important-clarification-in-response-to-many-queries/
Modelling Awareness-raising	L1 (+L2 depending on cognitive load)	“presenting the target L2 chunks and patterns and how they work in highly comprehensible and structured contexts. They include worked examples which reduce cognitive load and enhance language awareness”
Receptive processing	L3+4	“intensive phase of listening and reading tasks (RECEPTIVE PROCESSING PHASE) involving lots of comprehensible input, thorough processing and input-flooding (lots of repetition – quite repetitive and structured for weaker learners and less structured for stronger ones)”
Structured production 1 st – speaking	L5	highly structured forced (controlled) output tasks which recycle every single chunk you have just modelled as well as ‘old’ ones (from previous lessons). The interactive reading aloud activities (e.g. Mind reading, Sentence

2 nd – writing		stealer, Sentence chaos, Liar liar) you will stage at the beginning of this phase are only meant to practice decoding skills and articulatory fluency. They are desirable with weaker learners with poor or emerging decoding skills and are solely aimed at developing the students’ mastery of the phonotactics of the language (an important sub-set of decoding skills), which is an important prerequisite of fluency.
Expansion	(L6)	“focus on the grammar underlying the chunks and patterns in more detail and provide consolidating practice (highly controlled still, to avoid cognitive load). In some cases (e.g. for verb conjugations and agreements in Spanish) you have to, if you want to increase the generative power of the target L2 chunks.”
Autonomy	L6	This phase is KEY if you want to attain fluency and spontaneity. In this phase you gradually wean the students off the sentence builder. This phase includes my oral / interactive translation games (No snakes no ladders, Communicative translation drills, Chain reaction, Oral Ping-Pong, etc.), traditional drills and highly structured communicative tasks which – based on the principles of ‘Task naturalness’, ‘Task usefulness’ or ‘Task essentialness’ – force the students to use the target chunks.
Routinization and Spontaneity (after 2/3 SBs taught)	Every 2 or 3 SBs	Learning to use the target chunks creatively

Communicative function		Introducing oneself and a family member				
week	Sub-functions	target constructions	vocabulary and phonetics	grammar/ common misconceptions	question skills	recycling + location
5 weeks	Introducing target language + see TL folder (one presentation at the start of each lesson)	Classroom instructions + answering the register	feelings introduction to the /rr/ → pizarr <u>ra</u>	I am / he is /she is		T:\MFL\1. Spanish\Y7\Target language T:\MFL\1. Spanish\Y7\Title page
	Talking about my name and my age	me llamo... y tengo... años mi hermano se llama... y tiene... años	numbers up to 15 alphabet introduction to /ñ/ añ <u>os</u> /ll/ ll <u>amo/a</u>	introduction of: reflexive verbs: my name is/ his/her name is I have / he/she has	¿Cómo te llamas? ¿Cómo se escribe? ¿Cuántos años tienes?	Use of target language + answering the register T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member
1 week	Assessment + feedback	Reading + writing + Vocab test week 2/3 teacher marked				
October half term						
5 weeks	Saying when my birthday is where I am from Introducing target language + see TL folder (one presentation at the start of each lesson)	me llamo... soy de ... y mi cumpleaños es el ... de ... Mi amigo se llama... es de ... tiene... años y su cumpleaños es el ... de ...	numbers up to 31 months introduction to /ñ/ vs /n/ /l/ vs /ll/ /z/	I am/he is his vs my	¿De dónde eres? ¿Cuándo es tu cumpleaños? https://www.classtools.net/random-name-picker/99_JEkfXV	telling your name recap numbers up to 15 T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member
1 lesson	Assessment + feedback	Listening + translation Vocab test week 2/3 peer-assessed				
2 weeks to be carried next half-term	Describing hair and eyes writing assessment	me llamo... y tengo ... años Tengo el pelo ... y ... Tengo los ojos + colour y (no) llevo + features + same with 3 rd person singular	hair colours eye colours special features /l/ vs /ll/ /rr/ /ñ/	I have/he-she has I wears/he wears I don't wear he doesn't wear paradigm of "tener"	¿De qué color tienes los ojos? ¿Cómo es tu pelo?	telling your name and your age T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member

Employability	Aiming high Communication	Literacy Presenting	Creativity Teamwork	Numeracy Problem solving	Leadership Staying positive	Independence	Listening
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Careers Links Tour manager: <https://www.unifrog.org/student/careers/keywords/tour-manager>

NC Links: G &V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8

Christmas holidays

Communicative function		Introducing oneself and a family member				
week	Sub-functions	target constructions	vocabulary and phonetics	grammar/ common misconceptions	question skills	recycling + location
3 weeks	Describing hair and eyes writing assessment	me llamo... y tengo ... años Tengo el pelo ... y ... Tengo los ojos + colour y (no) llevo + features + same with 3 rd person singular	hair colours eye colours special features /l/ vs /ll/ /rr/ /ñ/	I have/he-she has I wears/he wears I don't wear he doesn't wear paradigm of "tener"	¿De qué color tienes los ojos? ¿Cómo es tu pelo?	telling your name and your age T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member
1 lesson	Assessment: writing assessment Vocab test week 2/3 peer-assessed					
3 weeks	Describing hair and eyes Paradigm of "tener"	tener + description	/rr/ silent /h/ /j/ /ñ/	full paradigm of tener		hair and eyes family members
1 lesson	assessment on verb "tener"					

February half-term

Communicative function		Describing places + expressing opinions					
5 weeks	Describing my house	me llamo... y vivo en + type of accommodation + adjective + likes/dislikes + rooms	types of accommodation where it is located adjectives opinion phrases /v/ /ll/		¿Dónde vives?	telling the age + birthday + name	
1 week	Speaking assessment Vocab test week 2/3 teacher marked						
Employability	Aiming high	Literacy	Creativity	Numeracy	Leadership	Independence	Listening
		Communication	Presenting	Teamwork	Problem solving	Staying positive	
Careers Links	Travel agent: https://www.unifrog.org/student/careers/keywords/travel-agent						

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Easter holidays						
Communicative function		Describing people				
5 weeks	Talking about my family members, saying their age and how well I get along with them	In my family there is + family member + he/she has + age + years old	numbers up to 100 family members /v/ /ñ/	"I" form of reflexive verbs Me gusta Odio	¿Cómo es tu familia?	Numbers up to 31 Hair and eyes descriptions tener
1 lesson	assessment	listening and reading Vocab test week 2/3 peer-assessed				
May half-term						
7 weeks	Describing pets	en casa tengo + pet + que se llama... + es + adjective	pets colours /ñ/ /silent h/ /j/ /z/ /qu/	paradigm of "tener" "I would like" negative adjective agreement un caballo vs una cobaya	¿Tienes una mascota?	Personality, appearance and colours + name
1 week	Assessment + feedback: writing assessment Vocab test week 2/3 peer-assessed					
Employability	Aiming high Communication	Literacy Presenting	Creativity Teamwork	Numeracy Problem solving	Leadership Staying positive	Independence Listening
Careers Links	Marketing executive: https://www.unifrog.org/student/careers/keywords/marketing-manager					
NC Links: G & V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8						

• **Homework:**

Homework:	should be set according to the hmw timetable
1 st week of teaching a new sentence builder	Blooket in link with the SB content (optional + reward with achiev. pt for students who complete it) or set work on Sentence builder website
2 nd week	Worksheet: Vocabulary building matching the SB
3 rd week:	Reading or exercise in link with SB or set work on sentence builder website tailored to the class ability
4 th + 5 th week:	Grammar practice