

Spanish at King's Academy Ringmer

At KAR, we want our pupils to develop a love of languages, by celebrating and welcoming differences in our world. As teachers of MFL, our aim is to inspire a love of languages as part of their lifelong journey of learning. With the ever changing economic situation, we will open the students' eyes on how learning French or Spanish will be even more important to British companies looking to recruit candidates with language skills and extend links with EU countries and therefore will improve their career prospects and income.

Students will develop listening, speaking, reading and writing skills. Learning a language will help to stimulate and encourage children's curiosity, confidence, social skills and self awareness through the exploration of another language.

At key stage 3, students will learn the foundations of the language and phonics, including grammar and vocabulary linked to topics such as personal description, hobbies, holidays and school. They will learn how to express and justify opinions about current topics as well as developing cultural awareness of the countries that speak the respective language.

At key stage 4, students will build on the foundations from prior years of language learning and apply more complex structures to their work. They will be given opportunities to go on school trips and link with other schools to celebrate the cultural and linguistic elements of the language.

End point	Knowledge acquired	Skills acquired
YEAR 7 Following NCELP Scheme Of Work		
Term 1 <ul style="list-style-type: none"> ● Describing places and locations. ● Saying what someone is like at the moment. ● Saying what someone is like in general. ● Saying what people have. ● Saying what people do 	Essential verbs <ul style="list-style-type: none"> ● ESTAR (to be, being) - location and mood, ● SER (to be, being) - general characteristics ● TENER (to have, having) (1st, 2nd, 3rd persons singular) <ul style="list-style-type: none"> ● Indefinite articles, singular and plural 	Phonics: <ul style="list-style-type: none"> ● Learn sounds for vowels in Spanish a, e, i, o , u ● Contrast SSC 'I 'and 'll' ● Learn hard 'ca/co/cu' ● Learn 'cu' + vowel 'cue/cua/cui' ● Learn soft 'ce/ci' Vocabulary <ul style="list-style-type: none"> ● Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. ● High-frequency vocabulary relevant to

	<p>nouns</p> <ul style="list-style-type: none"> • Adjectives - gender and agreement • Yes/no questions with raised intonation • -AR verbs in the present <p>(1st, 2nd, 3rd persons singular)</p>	<p>given context.</p> <ul style="list-style-type: none"> • Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.
<p>Term 2</p> <ul style="list-style-type: none"> • Saying what people do and don't do. • Numbers (1 to 12) and talking about more than one thing • Saying what there is around you and describing it • Talking about the location of things • Describing a place • Giving and wanting (festive season and family) 	<p>T2</p> <ul style="list-style-type: none"> • Using 'no' to make a verb negative • HAY (vs 'TIENE') • son [SER], adjective (number, agreement with -s in relation to the verb) • Singular definite articles - el & la • Plural definite articles - los & las • DAR (to give, giving) <p>- doy, das, da (plus noun)</p> <ul style="list-style-type: none"> • Modal verb QUERER (to want, wanting) <p>- quiero, quieres, quiere (plus noun)</p>	<p>Phonics:</p> <ul style="list-style-type: none"> • Concentrate on pronunciation of 'z' • Learn SSC 'que' • Learn SSC 'qui' • Learn hard 'ga/go/gu' • Learn soft 'ge/gi' • Learn 'j' • Contrast SSC 'n' and 'ñ' <p>Vocabulary</p> <ul style="list-style-type: none"> • Consolidation and extension of vocabulary relevant to the given contexts. • Revisiting of verbs, nouns and adjectives in relation to locations and family members.
<p>Term 3</p> <ul style="list-style-type: none"> • Describing family • Describing some natural wonders of the Spanish-speaking world • Asking and answering questions 	<p>T3</p> <ul style="list-style-type: none"> • Adjective agreement (-o, -a, number) • tenemos, tienen [TENER] 	<p>Phonics:</p> <ul style="list-style-type: none"> • Contrast SSC 'v' and 'b' • Contrast SSC 'r' and 'rr' • Silent 'h' • Revisit 'a' and 'o'

	<ul style="list-style-type: none"> ● Adjective position ● WH questions ● HACER (to do, make) <p>(1st, 2nd and 3rd persons singular)</p>	<ul style="list-style-type: none"> ● Revisit 'e' and 'l' ● Revisit 'u' <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Deepening vocabulary knowledge through work with a challenging text. ● Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) ● Question words
<p>Term 4</p> <ul style="list-style-type: none"> ● Talking about what you do with others (rural life) ● Talking about what people can do ● Contrasting what people must, can and want to do ● Places and locations ● Saying what people are like today vs in general 	<p>T4</p> <ul style="list-style-type: none"> ● -AR verbs (1st person plural, -amos) ● Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) ● Modal verb DEBER (must, to have to) + infinitive ● estamos, están [ESTAR] ● de + el □ del vs de la ● somos, son [SER] 	<p>Phonics:</p> <ul style="list-style-type: none"> ● Revisit 'l' vs 'll' ● Revisit hard 'ca/co/cu' ● Revisit 'cu' + vowel 'cue/cua/cui' ● Revisit soft 'ce/ci' <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Using a range of prototype -AR verbs ● Developing the verb lexicon ● (-AR verbs) and modal verbs
<p>Term 5</p> <ul style="list-style-type: none"> ● Describing activities (travel) ● Describing what people do ● Describing what people do (technology) 	<p>T5</p> <ul style="list-style-type: none"> ● -AR verbs (3rd person plural -an) ● -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) 	<p>Phonics:</p> <ul style="list-style-type: none"> ● Revisit 'z' ● Revisit 'que' and 'qui' ● Revisit ll/l ● Revisit hard 'ga/go/gu' ● Revisit soft 'ge/gi' ● Revisit 'j'

	<ul style="list-style-type: none"> •)es [SER] in infinitive sentences • -ER and -IR verbs (present - 3rd person plural) • WH- questions 	Vocabulary <ul style="list-style-type: none"> • Deepening vocabulary and grammar knowledge through work with a challenging text. • Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)
Term 6 <ul style="list-style-type: none"> • Discussing what people do and don't do • Describing people and possessions • Describing when and where people go • Describing future plans 	T6 <ul style="list-style-type: none"> • Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals • possessive adjectives (mi/mis, tu/tus) • IR (to go, going) - voy, vas, va • al vs a la - 'to' • IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) 	Phonics: <ul style="list-style-type: none"> • Revisit the contrast 'n' and 'ñ' • Revisit the contrast 'v' and 'b' • Revisit the contrast 'r' and 'rr' • Revisit Silent 'h' • Revisit the full range of SSC taught this year Vocabulary: <ul style="list-style-type: none"> • Developing a verb lexicon (-ER and -IR verbs). • Deepening vocabulary and grammar knowledge through work with a challenging text.
YEAR 8		
Term 1 and 2: School *Talk about themselves and their lives *Express opinions with reasons *use some transactional language and more formal register *use common irregular verbs in present tense *Use of key verbs to express future plans *Use more complex structures (comparatives,	T1 and T2 Units: <ul style="list-style-type: none"> • My studies and Life at school • Subjects • Timetable • Facilities • Lunchtime (food + activities/clubs) 	<ul style="list-style-type: none"> • Present tense regular –AR verbs (focus on 'I' and 'we'). • Definite and indefinite articles • Opinions • Verb-noun plural agreement (gustan) • Present tense regular –ER and –IR verbs • Comparatives • Adjectival agreement

<p>superlative, conditional...) *Develop their knowledge of Hispanic culture. *Take part in short conversations</p>	<ul style="list-style-type: none"> ● Uniform (clothes) ● School rules ● Future plans ● Cultural awareness relating to Spanish schools 	<ul style="list-style-type: none"> ● Ser – 1st and 3rd person plural ● Immediate future tense ● Introduction of Conditional expression “me gustaría + infinitive”
<p>Term 3 and 4: Free Time *Talk about themselves *Express more complex opinions *To use 2 tenses (present and preterite or near future) *Use common irregular verbs in present and past tense *Use more complex structures *Develop their knowledge of Hispanic culture *Translate longer phrases into Sp. *Take part in longer conversations *Deeper vocabulary knowledge</p>	<p>T3 and T4 Units: Vocabulary relating to Free time</p> <ul style="list-style-type: none"> ● Hobbies ● Spare time ● Weather ● Sports ● Music ● Cinema ● Television. 	<ul style="list-style-type: none"> ● Infinitive ● Giving opinions using “Me gusta + infinitive” ● Revision Present tense AR verbs (full paradigm) ● Complex structure “Cuando + weather expression+ present” ● Intro Preterite tense -AR, -ER, -IR verbs(“I” and “she/he” forms) ● Irregular verb (hacer) ● Stem changing verb (jugar) ● Negatives ● Immediate future tense
<p>Term 5 and 6: Where I Live *Talk about themselves and their lives * Describe places in more detail *To use 2 tenses together (present, near future and/or preterite) *Use more complex structures *Develop their knowledge of Hispanic culture *Translate longer, more complex phrases into Sp. *Deeper vocabulary knowledge *Listening for detail</p>	<p>T5 and T6 Units: Vocabulary relating to Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> ● Where you live ● Housing ● Places in town ● Telling the time (revision of numbers) ● Saying what you do in your city ● What you are going to do on the weekend. 	<ul style="list-style-type: none"> ● Revision Indefinite articles ● Much and many ● Irregular verb ir present tense (full paradigm) ● Immediate future tense ● Negatives ● Irregular verb querer ● Difference between ser and estar

	<ul style="list-style-type: none"> • Food and drink (in a cafe) • Role play vocabulary: ordering food and drinks 	
YEAR 9 (Intro GCSE course)		
<p>Term 1 and 2 New GCSE Book Module 1 Diviertete (Free time)</p> <p>*To use 3 tenses (present, preterite, future and/or imperfect)</p> <p>*Express opinions with reasons, justifications, details and reference to three time frames (present, future and past)</p> <p>* Describe places and people in more detail</p> <p>*Take part in longer conversations</p> <p>*Translate short passages into the target language (covering 3 tenses and some complex structures)</p> <p>*Increase vocabulary knowledge of different topics</p>	<p>T1 and T2 Units:</p> <ul style="list-style-type: none"> • Revision Free time activities • Internet • Music-Tv- films • Social media • Hobbies • Sports • What is trendy (intro perfect tense) • Role models • Special days 	<ul style="list-style-type: none"> • Revision Preterite tense of Ir (full paradigm) • Revision Preterite of regular –ar, -er, and –ir verbs • Preterite of stem changing verb – sacar • More complex structures “Si hace sol, voy a ... or - cuando hace...” • Frequency words • Time expressions • Weather • Introduction Imperfect tense (“I” and “she/he” forms) • Revisit Future expressions and future tenses • Past opinions • Negatives
<p>Term 3 and 4: Módulo 2 Viajes</p> <p>*To use 4 tenses (present, preterite , imperfect and immediate future) *Express opinions with reasons, justifications, details and reference to three time frames (present, future and past)</p> <p>*Using adverbs</p> <p>* Describe places and people in more detail</p> <p>*Take part in longer conversations</p> <p>*Translate short passages into the target</p>	<p>T3 and T4 Units:</p> <ul style="list-style-type: none"> • Where you normally go on holidays • Summer activities • Weather • Past holidays • Accommodation • Booking a room • Complains 	<ul style="list-style-type: none"> • Revision Present tense regular –AR, -ER, -IR verbs (full paradigm) • Present tense stem changing verbs • Opinions (own and other people), plural agreement of opinions (me gustan) • Definite and indefinite articles. • Adjectival agreement • Comparatives • Preterite tense regular verbs

<p>language (covering 3 tenses and some complex structures) *Increase vocabulary knowledge of different topics</p>	<ul style="list-style-type: none"> ● Future plans ● Festivals 	<ul style="list-style-type: none"> ● Preterite tense of irregular verbs hacer, jugar, ver, ir ● Verb soler + infinitive ● Using the preterite/imperfect and present together. ● Irregular verbs Jugar and hacer using the imperfect tense ● Introduction Perfect tense
<p>Term 5 and 6: Módulo 6 Mi barrio y yo *To use 4 tenses (present, preterite , imperfect and near future) plus the simple future and conditional tenses *Express opinions with reasons, justifications, details and reference to three time frames (present, future and past) * Describe places and people in more detail *Take part in longer conversations *Translate short passages into the target language (covering 3 tenses and some complex structures) *Increase vocabulary knowledge of different topics</p>	<p>T5 and T6 Units: Vocabulary relating to Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> ● House ● Places in town ● Directions ● Local area ● Saying what you can do in your area ● Shopping ● Problems in town ● Ideal town ● Role play vocabulary: clothes shopping and going out with your friends 	<ul style="list-style-type: none"> ● Differences between ser and estar ● Contractions of definite articles (a+el = al) ● Se puede(n)+ infinitive ● verb-noun agreement ● Conditional tense ● Future tense ● Using three tenses together
<p>YEAR 10 (GCSE course)</p>		
<p>Term 1 and 2: Módulo 3 Mi gente *To use 3 tenses confidently (present, near future and preterite) *Use more advanced grammatical structures (negatives, comparatives, superlatives...) *Produce expressions of opinion to refer to</p>	<p>T1 and T2 Units:</p> <ul style="list-style-type: none"> ● All about me (revision) ● Family ● Friendship/relationships 	<ul style="list-style-type: none"> ● Adjectival agreement ● Describing people ● Ser vs Estar ● Questions ● Negatives ● Future tense

<p>different people, in different tenses *Translate into the target language longer passages containing a variety of vocabulary and grammatical structures *Deeper vocabulary knowledge of a wider range of topics and expressions</p>	<ul style="list-style-type: none"> ● Describing other people ● Revision Free time ● Reading ● Social media ● Going out 	<ul style="list-style-type: none"> ● Revision of Immediate future tense ● Present continuous tense ● Present tense stem changing verbs poder, querer ● Adverbs of time ● Demonstrative adjectives ● Using 3 tenses together
<p>Term 3 and 4: Module 4 Mi estilo de vida *To use 4 tenses confidently (present, near future and preterite) plus the imperfect and simple future *Understand and use reflexive verbs *Initiate and develop conversations on a variety of topics. *Produce expressions of opinion to refer to different people, in different tenses *Translate into the target language longer passages containing a variety of vocabulary and grammatical structures *Deeper vocabulary knowledge of a wider range of topics</p>	<p>T3 and T4 Units:</p> <ul style="list-style-type: none"> ● Mealtimes ● Daily routine ● Healthy eating and living ● Illnesses ● Wellbeing ● (pharmacy role plays) ● Revision Festivals and celebrations 	<ul style="list-style-type: none"> ● Present tense reflexive verbs ● Using modal verbs + infinitive ● Intro passive voice ● Revision of comparisons and superlatives ● Other expressions followed by infinitive verbs ● Using four time frames ● Conditional tense ● If clauses ● es mejor/sería mejor/más vale/más valdría ● Using 4 tenses together
<p>Term 5 and 6: Módulo 5 A clase! *To use 4 tenses confidently (present, near future and preterite) plus the imperfect and simple future *Produce expressions of opinion to refer to different people, in different tenses *Translate into the target language longer passages containing a variety of vocabulary and grammatical structures *Deeper vocabulary knowledge of a wider range of topics</p>	<p>T5 and T6 Units:</p> <ul style="list-style-type: none"> ● School subjects ● Teachers ● Describing your school ● Rules & regulations ● Uniform ● After School clubs ● School exchanges ● Future plans ● Revisión: My city and 	<ul style="list-style-type: none"> ● Adjective Agreement revision ● Comparisons and superlatives ● Use of 4 different tenses ● Use of articles before nouns ● Complex opinions ● Direct object pronouns ● Possessive adjectives ● Expressions followed by infinitive ● Revision of past tenses and irregular verbs. ● Future expressions

	My holidays taught in Y9	<ul style="list-style-type: none"> ● Future tense ● Use of “Si fuera...+ conditional” ● Idioms
YEAR 11 (GCSE course)		
<p>Term 1 and 2: Módulo 8 El futuro espera</p> <p>*Use combinations of different tenses (present, preterite, future, imperfect, perfect,pluperfect,subjunctive...)</p> <p>*Initiate, develop, sustain and expand longer conversations and discussions independently.</p> <p>*Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures.</p> <p>*Deeper vocabulary knowledge of a wider range of topics and use of uncommon words</p>	<p>T1 and T2 Units:</p> <ul style="list-style-type: none"> ● Jobs ● Work experience ● Use of languages outside the school ● Applying for Jobs-CV ● Future plans/ carers ● AI ● Gap year 	<ul style="list-style-type: none"> ● Use of 4 different tenses ● Infinitive constructions ● Infinitive of reflexive verbs ● past continuous ● Subjunctive ● use of lo in lo que and lo + adjective ● Si clauses with present and future ● Double verb structures (tener la intención de/tener ganas de/tener el derecho de) ● Perfect tense + desde hace ● Use of quisiera to express ambitions
<p>Term 3 and 4: Módulo 7</p> <p>*Use combinations of different tenses (present, preterite, future, imperfect, perfect,pluperfect,subjunctive...)</p> <p>*Initiate, develop, sustain and expand longer conversations and discussions independently.</p> <p>*Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures.</p> <p>*Deeper vocabulary knowledge of a wider range of topics and use of uncommon words</p>	<p>T3 and T4 Units:</p> <ul style="list-style-type: none"> ● Environment ● Local support/ your community ● Being eco friendly ● Global issues ● International events 	<ul style="list-style-type: none"> ● Use of 4 different tenses ● Modal verbs deber/tener que/hay que + infinitive ● si clauses ● Conditional ● querer + infinitive ● Subjunctive (querer que, para que) ● Imperfect continuous ● Si +subjunctive imperfect + conditional (si fuera.../si tuviera que...) ● Es importante que + subjunctive ● Verbs of emotion + subjunctive (me preocupa que/me molesta que)
Term 5 Revision and preparation for	T5 Units:	<ul style="list-style-type: none"> ● Revision of key verbs in different tenses

assessment: Multi theme

- Exam techniques
- Revision all themes

- Use of 4 different tenses
- Complex structures
- Idioms