

Subject Vision

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

Subject End Points

EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation

EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language

EP3 Read understand and to be able to respond to a variety of authentic texts

EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately

EP5 Develop an appreciation for Spanish speaking cultures

Subject Domains of Knowledge

- D1 Myself
- D2 Family
- D3 Home
- D4 Area
- D5 Free time
- D6 Sports
- D7 School
- D8 Holidays and travel
- D9 Future plans
- D10 Festivals and celebrations
- D11 Environment
- D12 Life online
- D12 Tourism
- D13 Food and Drink
- D14 Daily Life

Subject Key Concepts

- C1 Nouns
 - Gender
 - Singular and plural
- C2 Articles
 - definite
 - Indefinite
 - partitive
- C3 Adjectives
 - Agreements
 - Position
 - Comparative
 - Superlative
 - Demonstrative
 - Possessive
 - Indefinite
 - interrogative
- C4 Adverbs
 - Comparative
 - Superlative
 - Regular
 - Interrogative
 - Adverbs of time and place
- C5 Quantifiers/intensifiers
- C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)
- C7 Pronouns
 - Personal
 - Reflexive
 - Relative
 - Direct and indirect object
 - Demonstrative

- Indefinite
 - interrogative
- C8 Verbs
- Regular and irregular
 - Negatives
 - Tenses
 - Present
 - Perfect
 - Imperfect
 - Future
 - Conditional
 - Pluperfect
 - Subjunctive
 - Passive
 - Imperative
 - Present participles
- C9 Idiomatic expressions
- C10 Opinion expressions

Medium Term Curriculum Plan

Year 9 Spanish

Term	Term 1: Somos así	Term 2: ¡Oriéntate!
Unit Overview	<i>In this unit pupils will learn to describe what they're like and describe other people's likes and interests.</i>	<i>In this unit pupils will learn to describe what jobs they would like to do in future and what these jobs consist of</i>
Sequence of lessons	<ol style="list-style-type: none"> Cosas que te molan In this lesson students will learn to talk about things they like and use irregular verbs in the present tense Mi semana In this lesson students will learn to talk about their daily routine and use regular verbs in the present tense Cartalera de cine In this lesson students will learn to talk about films and to use the near future tense Un cumpleaños muy especial In this lesson students will learn to talk about their birthday and use the preterite Los famosos In this lesson students will learn to talk about life as a celebrity and use three tenses together ¿Adonde fuiste?... In this lesson students will learn to understand a description of a day out 	<ol style="list-style-type: none"> Hotel Catástrope In this lesson students will learn to say what they have to do at work, use tener que ¿en qué te gustaria trabajar? In this lesson students will learn to say what job they would like to do and use correct adjectival agreement ¿ cómo va a ser tu futuro? In this lesson students will learn to talk about their future and use the near future tense ¿Cómo es un día típico? In this lesson students will learn to describe their job and use 3 tenses Mo diccionario y yo In this lesson students will learn to check for accuracy and look up new words
Key Domains and Concepts taught in this Unit / Term	D1 Myself D5 Free time D14 Daily Life C1 Nouns <ul style="list-style-type: none"> Gender Singular and plural C2 Articles <ul style="list-style-type: none"> definite 	D1 Myself D9 Future plans C1 Nouns <ul style="list-style-type: none"> Gender Singular and plural C2 Articles <ul style="list-style-type: none"> definite Indefinite

- Indefinite
- partitive
- C3 Adjectives**
 - Agreements
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 - Superlative
 - Demonstrative
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 - Demonstrative
 - Indefinite
 - interrogative
- C8 Verbs**
 - Regular and irregular
 - Negatives
 - Tenses
 - Present

	<ul style="list-style-type: none"> • Present • Perfect • Imperfect • Future • Conditional • Pluperfect • Subjunctive • Passive • Imperative • Present participles <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> • Perfect • Imperfect • Future • Conditional • Pluperfect • Subjunctive • Passive • Imperative • Present participles <p>C9 Idiomatic expressions C10 Opinion expressions</p>
KS4 End Points	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • How to use irregular verbs in the present tense • How to use regular verbs in the present tense • How to use three tenses together • How to use the four Ws when listening • How to approach understanding challenging texts 	<ul style="list-style-type: none"> • How to use “<i>tener que</i>” • How to use correct adjectival agreement • How to use the near future tense • How to use reference materials • How to skim and scan a text

Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Talking about things you like • Talking about your week • Talking about films / Using the near future tense • Talking about a past birthday / Using the preterite • Talking about life as a celebrity • Understanding descriptions of days out • Reading about film stars and films 	<ul style="list-style-type: none"> • Saying what you have to do at work • Saying what job you would like to do • Talking about your future • Describing your job / More practice using 3 tenses • Checking for accuracy and looking up new words • Coping with authentic texts • Speak using 3 tenses together
Developing T3 Literacy and Numeracy	<ul style="list-style-type: none"> • Recap of what the present/past/future tenses are in ENG and SPA • Understand how to use adjectives in descriptions • Spellings/use of the alphabet 	<ul style="list-style-type: none"> • Consolidate understanding on the near future tense in ENG and SPA • Discussing salaries for respective jobs • Developing the skill of skimming and scanning
Assessment (Summative and Formative)	<ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. 	<ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment.
Links to Prior Learning	<ul style="list-style-type: none"> • Conjugating verbs in three tenses in Spanish • Describing likes and dislikes • Vocab related to celebrations 	<ul style="list-style-type: none"> • Use of near future • Adjectival agreements • Language related jobs

<p>Next steps in learning</p>	<ul style="list-style-type: none"> • All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit • All learning revised at the end of the unit prior to end of unit assessment • All knowledge revisited in Y10 and Y11 	<ul style="list-style-type: none"> • All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit • All learning revised at the end of the unit prior to end of unit assessment • All knowledge revisited in Y10 and Y11
<p>Common Barriers to learning in this unit</p>	<ul style="list-style-type: none"> • Concept of conjugation • Memorisation of verb endings of past/present/future tense verbs • Memorisation of idiomatic phrases relating to birthdays 	<ul style="list-style-type: none"> • Concept of near future tense • Concept of 'tener que'

Term	Term 3: En forma	Term 4: Jóvenes en acción
Overview	<i>In this unit pupils will learn to describe what a healthy and unhealthy diet is and what must be done to maintain a healthy lifestyle</i>	<i>In this unit pupils will learn to talk about children's rights, fair trade and recycling and what we can do to maintain a green planet</i>
Sequence of lessons	<ol style="list-style-type: none"> 1. ¿Llevas una dieta sana? In this lesson students will learn to talk about diet and to use direct object pronouns 2. Preparados, listos, ya! In this lesson students will learn to talk about an active lifestyle and use stem changing verbs 3. ¿Cuál es tu rutina diaria? In this lesson students will learn to talk about daily routine and use reflexive verbs 4. Muévete In this lesson students will learn to talk about getting fit and use se debe/no se debe 5. Me duele todo In this lesson students will learn to talk about ailments and use me duele(n) 6. Mi rutina diaria in this lesson students will learn to give a presentation about fitness and routine and use complex sentences 	<ol style="list-style-type: none"> 1. Mis derechos In this lesson students will learn to talk about students rights and use the verb poder 2. El comercio justo In this lesson students will learn to talk about fair trade and express a point of view 3. Reciclamos In this lesson students will learn to talk about recycling and use se debería 4. ¿Cuándo es tu cumpleaños? In this lesson students will learn to say when your birthday is and use numbers and the alphabet 5. ¿Cuándo es tu cumpleaños? In this lesson students will learn to say when your birthday is and use numbers and the alphabet 6. Cómo soy... In this lesson students will learn to write a text f
Key Domains and Concepts taught in this Unit / Term	D6 Sports D9 Future plans D13 Food and Drink D14 Daily Life C1 Nouns <ul style="list-style-type: none"> • Gender • Singular and plural C2 Articles <ul style="list-style-type: none"> • definite • Indefinite 	D1 Myself D4 Area D11 Environment D14 Daily Life C1 Nouns <ul style="list-style-type: none"> • Gender • Singular and plural C2 Articles <ul style="list-style-type: none"> • definite • Indefinite

- partitive
- C3 Adjectives**
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 - **Position**
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 - Superlative
 - Regular
 - Interrogative
 - Adverbs of time and place
- C5 Quantifiers/intensifiers**
- C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)**
- C7 Pronouns**
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 - **Regular and irregular**
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 - **Tenses**
 - **Present**

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	<ul style="list-style-type: none"> • Perfect • Imperfect • Future • Conditional • Pluperfect • Subjunctive • Passive • Imperative • Present participles <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> • Perfect • Imperfect • Future • Conditional • Pluperfect • Subjunctive • Passive • Imperative • Present participles <p>C9 Idiomatic expressions C10 Opinion expressions</p>
KS4 End Points	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • How to use stem-changing verbs • How to use reflexive verbs • How to use <i>se debe/no se debe</i> • How to use <i>me duele(n)</i> • How to use more complex sentences 	<ul style="list-style-type: none"> • How to use <i>se debería</i> • How to use the imperfect tense • How to use the verb <i>poder</i> • How to express your point of view • How to work out meaning using common sense and context

Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Talking about diet / Using direct object pronouns • Talking about an active lifestyle • Talking about daily routine • Talking about getting fit • Talking about ailments • Understanding Spanish idioms / Reading poems and raps 	<ul style="list-style-type: none"> • Talking about children's rights • Talking about fair trade • Talking about recycling • Talking about how a town has changed • Writing about fundraising • Choosing the correct Spanish word • Reading about world issues
Developing T3 Literacy and Numeracy	<ul style="list-style-type: none"> • Understand the concept of reflexive verbs in ENG and SPA • Understand how to construct more complex sentences • Poetry and idioms 	<ul style="list-style-type: none"> • Understand how the imperfect tense is used in ENG and SPA • Reviewing what a modal verb is in ENG and SPA • Expressing points of view in a more complex way • Spellings/use of the alphabet
Assessment (Summative and Formative)	<ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. 	<ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment.
Links to Prior Learning	<ul style="list-style-type: none"> • Conjugating present tense verbs in Spanish • Daily routine • Use of negatives 	<ul style="list-style-type: none"> • Using modal verbs • Expressing opinions • Adjectives for describing opinions • Reading for gist

Next steps in learning	<ul style="list-style-type: none"> • All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit • All learning revised at the end of the unit prior to end of unit assessment • All knowledge revisited in Y9, Y10 and Y11 	<ul style="list-style-type: none"> • All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit • All learning revised at the end of the unit prior to end of unit assessment • All knowledge revisited in Y9, Y10 and Y11
Common Barriers to learning in this unit	<ul style="list-style-type: none"> • Concept of conjugation • Concept of reflexive verbs • Understanding idiomatic phrases relating to injuries 	<ul style="list-style-type: none"> • Understanding difference between past and imperfect • Understanding the concept of modal verbs

Term	Term 5: Una Aventura en Madrid	Term 6: Skills & Culture Focus
Unit Overview	<p><i>In this unit pupils will learn to describe a trip to Madrid and discuss buying souvenirs and visiting tourist sites.</i></p>	<p><i>In this unit pupils will consolidate reading, writing, speaking and listening skills developed throughout the course and advance their understanding of the cultures associated with Spanish speaking countries.</i></p>
Sequence of lessons	<ol style="list-style-type: none"> 1. ¿Cómo te llamas? In this lesson students will learn to get used to Spanish pronunciation and introduce yourself 2. ¿Qué tipo de persona eres? In this lesson students will learn to talk about your personality and use adjectives that end in -o/-a 3. ¿Tienes hermanos? In this lesson students will learn to talk about age, brothers and sisters and use the verb tener (to have) 4. ¿Cuándo es tu cumpleaños? In this lesson students will learn to say when your birthday is and use numbers and the alphabet 5. ¿Cuándo es tu cumpleaños? In this lesson students will learn to say when your birthday is and use numbers and the alphabet 6. Cómo soy... In this lesson students will learn to write a text for a time capsule and 	<p><i>The structure of these lessons will depend on the class, and assessment from the teacher as to how well they have done in previous units, and what needs working on</i></p>
Key Domains and Concepts taught in this Unit / Term	<p>D1 Myself D8 Holidays and travel D12 Tourism</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> • Gender • Singular and plural <p>C2 Articles</p>	<p>D1 Myself D8 Holidays and travel D9 Future plans D10 Festivals and celebrations D12 Tourism</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> • Gender

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- C7 Pronouns**
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	<ul style="list-style-type: none"> • Tenses • Present • Perfect • Imperfect • Future • Conditional • Pluperfect • Subjunctive • Passive • Imperative • Present participles <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> • Regular and irregular • Negatives • Tenses • Present • Perfect • Imperfect • Future • Conditional • Pluperfect • Subjunctive • Passive • Imperative • Present participles <p>C9 Idiomatic expressions C10 Opinion expressions</p>
<p>KS4 End Points</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>

Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • How to use expressions with <i>tener</i> • How to use the superlative • How to use the comparative • How to use the simple future tense • How to read authentic texts about Madrid • How to use question forms 	<ul style="list-style-type: none"> • How to use suitable past, present, and future tense phrases to describe a photo card. • How to use a range of tenses in response to different role play scenarios. • How to use a variety of tense, opinions, and descriptive language in response to general conversation questions.
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Meeting and greeting people • Talking about a treasure hunt • Discussing buying souvenirs • Saying what you will do • Using the simple future tense • Making yourself understood • Saying the right thing in different situations • Accessing harder texts in preparation for GCSE 	<ul style="list-style-type: none"> • Speak with confidence about a photocard. • Talk about other people. • Extend answers with a range of language and tenses where possible. • Ask questions accurately. • Respond to unexpected questions. • Recognise different cultural traditions relating to Spanish speaking countries. • Watch and describe the characters and plot of a Spanish film
Developing T3 Literacy and Numeracy	<ul style="list-style-type: none"> • Review what a superlative is and how to use it • Using the near/simple future tense • Understanding how to use comparatives 	<ul style="list-style-type: none"> • Descriptive language for photo description • Extending sentences using connective phrases • Verb conjugation for past, present, future
Assessment (Summative and Formative)	<ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing. 	<ul style="list-style-type: none"> • Starter activities that review and consolidate prior learning. • Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback. • Regular PP FIRST targeted questioning throughout the lesson. • Afl techniques to assess depth of understanding of new concepts. • Active Learn online independent learning homework providing instant feedback to both pupil and teacher. • Fortnightly low-stakes vocabulary testing.

	<ul style="list-style-type: none"> • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment. 	<ul style="list-style-type: none"> • Tick time on vocabulary tests and one other piece of written work per term. • End of unit formative assessment.
Links to Prior Learning	<ul style="list-style-type: none"> • Conjugating verbs in the near future tense in Spanish • Understanding the existence of different tenses • Use of different tenses together 	<ul style="list-style-type: none"> • Conjugating verbs in Spanish • Offering opinions • Use of negatives • Understanding the existence of different tenses • Use of different tenses together
Next steps in learning	<ul style="list-style-type: none"> • All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit • All learning revised at the end of the unit prior to end of unit assessment • All knowledge revisited in Y9, Y10 and Y11 	<ul style="list-style-type: none"> • All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit • All learning revised at the end of the unit prior to end of unit assessment • All knowledge revisited in Y9, Y10 and Y11
Common Barriers to learning in this unit	<ul style="list-style-type: none"> • Conjugating verbs in the near future tense in Spanish • Concept and use of superlatives • Combining three tenses 	<ul style="list-style-type: none"> • Building confidence in producing language orally • Extending from simple to more complex descriptive sentences • Overcoming the anxiety and pressure of speaking in detail in front of others.