

### Curriculum Intent for MFL

We aim to instill in students a love of learning languages, with intrinsic motivation at the core and enjoyment derived from success.

We aim to contextualise the topics we cover, so cultural awareness and purpose is developed.

We aim to develop a core grammatical understanding that will allow all students to achieve their potential and consider taking the subject further.

We aim to develop transferable skills, such as resilience, team-work, confidence, problem-solving.

**Spanish Year 9 Curriculum:** There are five main aspects of **Spanish** that will be covered in Year 9:

1. **Listening and speaking:** understanding and responding to the spoken word / developing capability and confidence in listening/ being sensitive to the spoken word/ talking together/ presenting and narrating.
2. **Reading and writing:** understanding and responding to the written word/ developing capability and confidence in reading/ being sensitive to the written word/ adapting and building text/ writing to create meaning.
3. **Intercultural understanding:** appreciating cultural diversity/ recognising different ways of seeing the world.
4. **Knowledge about the language:** letters and sounds/ gender, number and other inflections/ sentence structure/ verbs and tenses/ questions and negatives.
5. **Language learning strategies:** identifying patterns in the target language/ working out meaning / using reference materials/ reading aloud / planning and preparing/ evaluating and improving.

#### Autumn Term: themes

1. Learning the skills: phonics, discriminate sounds, reading, scanning text to decode meaning, identify and apply patterns, understand gender. Spontaneous speaking / expressing opinions
2. Introducing yourself (numbers, pets, family members, adjectives of character, physical descriptions key verbs), endangered species in the Hispanic world
3. Free time activities (to include sport).
4. School
5. Describing your family and friends, where you live, carnivals

#### Spring Term: themes

1. Describing your town/village and what you are going to do at the weekend., festivals
2. Holidays (past tense)
3. Media and free time activities – music, television, mobile phones, Hispanic singers

#### Summer Term: themes

1. Food and drink
2. Making arrangements to go out, giving excuses, what to wear, parties
3. Discussing holiday destinations, summer camps, holiday homes

#### Key objectives and key performance standards

Whilst the content for Spanish varies from term to term the following skills are being developed on an ongoing basis throughout the year:

##### 1. Listening and speaking:

- a) Understand longer sequences of speech, noting relevant points for oral feedback and discussion.
- b) Listen to authentic speech from different sources, identifying how spoken language varies according to context & purpose.
- c) Make extended and/or frequent contributions to classroom talk.

2. Deal effectively with unexpected responses in order to sustain conversations and discussions.

##### 3. Reading and writing

- a) Identify and describe features of language associated with different text types. Appraise texts quickly, deciding on their usefulness, interest & degree of difficulty, as a preliminary to independent reading.
- b) Adapt a text for a different audience and purpose. Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.
- c) Experiment with linguistic devices and presentation to create an effect.
- d) Develop translation skills (translating from Spanish to English and from English to Spanish).

##### 4. Intercultural understanding:

- a) Develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched.
- b) Understand how attitudes towards other countries and reactions to world events may differ from those of their own culture.

##### 5. Knowledge about the language:

- a) Develop and refine their vocabulary by adding to their knowledge of word families and words with close meanings.
- b) Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences.
- c) Recognise and use past, present and future verb forms and switch between tenses. Understand and use key past and future tense forms of modal verbs.
- d) Make confident use of question types and negatives with past, present and future tenses.

##### 5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language.
- b) Use previous knowledge, of other languages, as well as context and other clues to work out the meaning of what they hear or read.
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- d) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redraft, be pro-active.

#### Key Performance Indicators

##### 1. Listening and speaking:

- a) Understand longer sequences of speech, noting relevant points for oral feedback and discussion.
- b) Listen to authentic speech from different sources, identifying how spoken language varies according to context & purpose.
- c) Make extended and/or frequent contributions to classroom talk.
- d) Deal effectively with unexpected responses in order to sustain conversations and discussions. Add interest through extended sentences and imaginative use of vocabulary.

##### 2. Reading and writing

- a) Identify and describe features of language associated with different text types. Appraise texts quickly, deciding on their usefulness, interest & degree of difficulty, as a preliminary to independent reading.
- b) Adapt a text for a different audience and purpose.
- c) Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.
- d) Experiment with linguistic devices and presentation to create an effect.
- e) Develop translation skills (translating from Spanish to English and from English to Spanish).

##### 3. Intercultural understanding:

- a) Develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched.
- b) Understand how attitudes towards other countries and reactions to world events may differ from those of their own culture.

##### 4. Knowledge about the language:

- a) Develop and refine their vocabulary by adding to their knowledge of word families and words with close meanings.
- b) Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences.
- c) Recognise and use past, present and future verb forms and switch from one tense to another in speaking and writing. Understand and use key past and future tense forms of modal verbs for set phrases.
- d) Make confident use of question types with past, present and future tenses.
- e) Make confident use of negative forms with past, present and future tenses.

##### 5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language.
- b) Use previous knowledge, of other languages, as well as context and other clues to work out the meaning of what they hear or read.
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- d) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active