

Subject: Spanish

Key Concepts

Listening	Speaking	Reading	Writing	Translation	Dictation
Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns of sounds of language through songs and rhyme. Be able to link sound and meaning of words.	Be able to join in and respond with confidence developing accurate pronunciation and intonation. Be able to ask and answer questions, express opinions and seek clarification and help. To speak in sentences using familiar vocabulary.	Be able to link sound, spelling and meaning of words. Be able to read carefully and show understanding of words, phrases and simple writing.	Write phrases from memory and use the knowledge of the structures learnt to create new sentences to express ideas clearly. To describe people, places and things and actions in writing.	Be able to integrate listening, writing and grammar awareness by recognising sounds and patterns in order to decode the language structure.	Be able to integrate listening, writing and grammar awareness by recognising sounds to symbol correspondence and phonic patterns in order to decode the language structure.

What is the Croxley vision for this subject at KS3

Our vision is to create self-efficacy in the classroom and motivate long life learners of MFL.

- Pupils will learn key skills necessary to facilitate their long-term language learning such as how to build up their knowledge of vocabulary and develop their knowledge of grammatical concepts.
- Students will focus on the four key skills of listening, speaking, reading and writing in Spanish.
- Present, past preterite, and future tense in Spanish
- How to give and justify a range of opinions on a variety of topics in Spanish throughout the year.
- Interaction with Spanish culture and life in other Spanish speaking countries in the world.
- Enhance transferable skills such as listening for detail, oracy and resilience

Links to Key Stage 2 National Curriculum:

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns of sounds of language through songs and rhymes . Be able to link sound and meaning of words

Be able to join in and respond with confidence developing accurate pronunciation and intonation. Be able to ask and answer questions, express opinions and seek clarification and help. To speak in sentences using familiar vocabulary.

Be able to link sound, spelling and meaning of words. Be able to read carefully and show understanding of words, phrases and simple writing.

Write phrases from memory and adapt these to create new sentences to express ideas clearly. To describe people, places and things and actions in writing

Be able to understand basic grammar such as feminine and masculine and plural forms as well as some subject pronouns and the conjugation of high frequency verbs to decipher accurate meaning.

Key Stage 3 / Year Group: 7 and Year 8 2025-2026

	Autumn Term 1	Autumn Term 2	Spring Term 1
key concept	Present tense to have tense (I form) Conditional (I would like) + noun / INF	Present tense to have and to be (1st Person) Conditional (I would like)+ noun / INF	Opinion + Infinitive Present tense conjugation
Content: (Know what...)	Key Phonics and sound symbol correspondence : ll/ v, que/qui, ge/gi, ce/ci, Accents: tilde ñ Alphabet and numbers 1-31 Conditional + noun / INF Adjectival order and agreement Connectives Negation Intensifiers	Key Phonics and sound symbol correspondence: ge/gi, ce/ci Accents: í ó Adjective agreement m/f Comparison more/less + adj Masc/Fem nouns Connectives Intensifier + Justification	Key phonics and sound symbol correspondence: silent h, que/qui, ge/gi Accents: í ó Freetime : Giving opinions about free time activities Saying what you do and how often Giving justifications Adverbs of Frequency

Skills: (know how...)	<p>Giving basic personal information about yourself: Name, age, birthday, where you live, how many people in your family and how many siblings you have</p> <p>Using phonics to be able to speak and read aloud correctly</p> <p>Use DUEL coding where appropriate on written work to improve pronunciation</p> <p>Understand and use masculine and feminine agreements in the singular and the plural</p>	<p>Giving basic information about your personality and physical features(eyes, hair, size) and other people (3rd person)</p> <p>Use the verb to be/ I am/ he she is Revisit the verb to have using present / conditional</p> <p>Know how to compare features with someone else</p>	<p>Giving opinions about your free time activities using a variety of infinitives</p> <p>Describing how often you do different activities by using present tense conjugation.</p> <p>Say what activities you would like to do in the future</p>
End of Half term assessment	<p>RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit.</p> <p>BD1: Introducing myself BD2: Describing myself</p>	<p>RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit.</p> <p>BD3: Describing my personality BD4: Describing my physical features AP1: Speaking/ Transcription</p>	<p>RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit.</p> <p>BD5: Giving opinions about activities using Noun and Infinitive BD6: Saying what activities I do and how often</p>
Planned trips / Clubs / links			

Key Stage 3 / Year Group: 7 and Year 8 - 2025-26			
	Spring 2	Summer 1	Summer 2
Key Concept	Opinion + Noun Giving plural opinions using GUSTAR Justification with word agreement (singular/plural) Telling the time	Negative rule using Hay Revisit Opinion + Infinitive Revisit conditional (I would like) + Infinitive EOY exams revision /	Using present tense conjugation using the verb to eat Spanish foods and food habits
Content: (Know what...)	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, v Accents: í ó é School subjects Numbers 1-60 O'clock, quarter/ half past and minutes past/to to the hour Positive and negative adjectives to describe school subjects	Key phonics and sound symbol correspondence: silent h, ge/gi Accents: í ó é Variety of facilities in school Use of negative Opinion + noun Word agreement Recap present tense conjugation saying what you do in school Stretch: revisit Opinion + INF Revisit the conditional (I would like) + INF EOY exams revision	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, ge/gi, v Accents: í ó é Variety of foods Opinion + noun Opinion + Infinitive Revisit Opinion (I would like) + Infinitive Regional food differences in Spain Cultural food references to South America
Skills: (Know how...)	Giving your opinion on school subjects and giving a reason Adding what time the lesson is at Being able to agree adjectives in gender and number	Describing what facilities there are and not are in school Saying what you do in school Understanding exam descriptors and mark scheme	Saying what you eat at different meal times and at what time Know Spanish meal habits and customs

End of Half term assessment	<p>RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit.</p> <p>BD7: Saying what school subjects I study and why</p>	<p>RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit.</p> <p>BD8: Giving opinions and times about school subjects BD9: Describe school facilities and school routines</p> <p>EOY exam</p>	<p>RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit.</p> <p>BD:10 Giving opinions about Food</p>
Planned trips / Clubs / links			

Key Stage 3 / Year Group: 9 - 2025-26			
	Autumn Term 1	Autumn Term 2	Spring Term 1
Key Concept	Using a - some - many Negative rule using Hay Opinion + justification Telling the time	Using irregular verb IR = to go in the present tense Using irregular verb IR = to go in the past tense	Regular AR - ER - IR verbs in the past tense
Content: (Know what...)	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, v Accents: í ó é places in town positive and negative adjectives to describe town Negative structures - neither...nor	Using verb IR = to go in the present tense Using the preposition to - al / a la Revision of present tense verbs Countries Family members Modes of transport	Using a variety of verbs on holiday in past tense
Skills: (Know how...)	Describe what there is /isn't in your town Giving opinions why you like your town To extend sentences using simple and complex negative structures	What where you go in your town and how often Say what you do in town Introduce subordinate clause : where to develop sentences with more detail Say where you went on holiday, who with and how	
End of Half term assessment	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD1 - Describe your town	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD3 Using the verb IR in the preterite	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD4 Using AR/ER/IR verbs in the past tense

	BD2 - What do you do in your town	AP1 - Writing	
Planned trips / Clubs / links	Year 9 Language Leaders scheme through Anglia Ruskin University - planning		

Key Stage 3 / Year Group: 9 - 2025-26			
	Spring term 2	Summer term 1	Summer Term 2
Key Concept	Using verbs to express what you do on your mobile phone Giving opinions about music genres	Giving opinions about TV programmes Using irregular verb - HACER = to do in the preterite tense	Using present tense conjugation using the verb to eat Spanish foods and food habits
Content: (Know what...)	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, ge/gi, v Accents: í ó é Present tense conjugation Adverbs of frequency Giving justifications using word agreement (single and plural)	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, ge/gi, v Accents: í ó é word agreement (single and plural) comparative structure Revisit regular and introduce irregular verb Hacer (to DO) in the past tense to develop written work	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, ge/gi, v Accents: í ó é ñ Variety of foods Opinion + noun Opinion + Infinitive Revisit Opinion using conditional (I would like) + Infinitive Revisit the time Regional food differences in Spain Cultural food references to South America
Skills: (Know how...)	Giving opinions about mobile phones Use plural word agreement Use adverbs of frequency	Giving opinions and comparing TV programmes Saying what you did last weekend using regular and irregular verbs, timephrases and sequencers	Saying what you eat at different meal times and at what time Know Spanish meal habits and customs

End of Half term assessment	BD 5 - Mobile phone BD6 - Music	BD7 TV BD8 Verb to do in past tense EOY assessment - speaking and writing	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD:9 Giving opinions about Food
Planned trips / Clubs / links	Year 9 Language Leaders scheme through Anglia Ruskin University - Tasks in class		Las Iguanas Trip - South american restaurant