



# Prince William School

## SPANISH Curriculum Overview





### Why Teach Spanish?

- Spanish is the second most widely spoken language in the world, after Mandarin. It has official language status in 20 different countries and more than 550 million people speak Spanish.
- Knowledge of a second language is valuable for employers and employees alike. Businesses are always keen to have multi-lingual staff. Spanish speakers are a huge demographic for companies to tap into and research shows many Spanish speaking countries have excellent business prospects over the next decades.
- Learning a second language can improve a student's grasp of their mother tongue; acquiring a second language requires students to think carefully about linguistic theory, or 'the rules'.
- Developing conversational ability in the language will provide an unrivalled feeling of accomplishment and it is a skill which can be of significant life-long benefit.


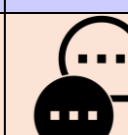


### Disciplinary Big Ideas

Pupils will progress by building a solid base in vocabulary and grammar. Their growing cultural knowledge will be assessed and benefit them across the following disciplines.




 <b>Listening and Reading Skills</b>	<ul style="list-style-type: none"> <li>• To show general and specific understanding of different types of spoken language, understanding clear standard speech across a range of specified contexts</li> <li>• To identify overall messages, key points, details and opinions in a variety of spoken passages, involving some more complex language, recognising past, present and future events</li> <li>• To deduce meaning from a variety of short and longer spoken texts, addressing a wide range of contemporary and cultural themes</li> <li>• To recognise and respond to key information, important themes and ideas in more extended spoken text, including adapted authentic sources.</li> <li>• To understand general and specific details within texts using high frequency familiar language across a range of contexts</li> <li>• To identify messages, key points, details and opinions in a variety written passages, involving some more complex language, recognising past, present and future events</li> <li>• To deduce meaning from a range of specified contexts, involving some complex language and unfamiliar/authentic material addressing a wide range of relevant contemporary/ cultural themes</li> <li>• To be able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</li> <li>• translate a short passage from Spanish into English.</li> </ul>
 <b>Writing</b>	<ul style="list-style-type: none"> <li>• To write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li> <li>• To produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li> <li>• To make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future</li> <li>• To manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li> <li>• To translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</li> </ul>
 <b>Speaking</b>	<ul style="list-style-type: none"> <li>• To interact effectively through speech for a variety of purposes across a range of specified contexts so that a native speaker would understand</li> <li>• To take part in a short conversation, asking and answering questions, and exchanging opinions</li> <li>• To convey information and narrate events, using and adapting language for new purposes</li> <li>• To speak spontaneously, responding to unexpected questions, sustaining communication, initiating// developing conversations producing extended sequences of speech</li> <li>• To make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future tenses.</li> </ul>

### Substantive Big Ideas

The MFL curriculum is focussed primarily on developing communication. To support this, students gain knowledge and understanding of the culture of Spanish speaking countries.

<b>Phonics</b>	
<b>Linguistic components</b>	
<b>Vocab and grammar</b>	
<b>Cultural studies</b>	

Course content across KS3-4 is based on the three overarching themes examined in the GCSE examination

<b>Theme 1</b> <b>Identity and Culture</b>	<b>Theme 2</b> <b>Local, National, International and Global Areas of Interest.</b>	<b>Theme 3</b> <b>Current and Future Study and Employment.</b>
		

### Learning for Life

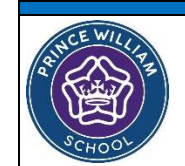
#### Employability skills

Studying a language supports careers requiring good literacy, research, resilience, communication, presentation and pattern spotting/ analysis.

Studying Spanish and building language learning skills can give learners access to the jobs markets of the Hispanic world. Closer to home a language is appreciated by many employers in the hospitality industry and is especially beneficial in fields such as: Education, law, translation and interpreting services, journalism, travel and tourism, governance and diplomacy, politics, military and intelligence or business.

#### Examples of qualification pathways

Many of the Russell group Universities especially value a GCSE in a language and some expect students to have a language qualification before they will consider them for undergraduate study. Many of our past A-level students have continued to study Spanish to degree level with in courses such as Spanish with Business/ Law as a joint honours degree. Other options combine Spanish with another language; or a subject from another discipline such as History or International Relations.



# Prince William School

## 2024-5 Spanish Curriculum Map – Topics by Term



		Theme 1 Identity and Culture				Theme 2 Local, National, International and Global Areas of Interest.				Theme 3 Current and Future Study and Employment.	
Year 7		Year 8		Year 9		Year 10		Year 11			
Autumn 1	<b>MAGICAL ME!</b> – a celebration of language learning. Why learn Spanish? Phonics – focus on pronunciation <b>Module 1: ¡Mi vida!</b> Introducing yourself Greetings	Describing your personality Talking about age, siblings Using the verb tener The Spanish alphabet Numbers to 31 Birthdays <b>ASSESSMENT- Speaking</b>	Phonics recap and reminder of key sounds <b>Viva 1 - Module 5</b> Describing your town or village Telling the time What you do in your town. Ordering food in a café <b>ASSESSMENT- Speaking, Listening, Reading</b> <b>Viva 1 - Module 5</b> Using the near future tense to describe plans.	Phonics recap and reminder of key sounds <b>Viva 2 – module 4 - Module 4 ¿Qué hacemos?</b> Arranging to go out Giving excuses Using reflexive verbs Talking about clothes <b>ASSESSMENT</b>	Phonics recap and reminder of key sounds <b>Viva GCSE Module 3 – Mi GENTE</b> Talking about socialising and family Describing self and others Using technology Making arrangements Reading preferences Detailed description Describing relationships. <b>ASSESSMENT</b>			<b>Viva GCSE Module 6 continued</b> Describing a special day Ordering in a restaurant Music festivals GCSE Viva - Module 7 ¡A currar! Jobs and career preferences Discussing how you earn money Work experience Benefits of knowing languages Applying for a job <b>REVISION FOR THE MOCK EXAMS</b>			
	<b>Module 1 Mi vida</b> Pets and colours Writing about yourself <b>ASSESSMENT - Writing</b> <b>Module 2 Mi tiempo libre</b> Spare time/ hobbies The weather December/ January festivities in Spain		<b>Viva 2 Module 1</b> Talking about a past holiday Using the verb ir The preterit tense Saying what you did on holiday Giving past tense opinions Revision past, present, future tenses Research/ culture - December/ January festivities in Spain Revision unit 1 <b>ASSESSMENT – Listening, reading, grammar, translation, writing.</b>	<b>VIVA GCSE TASTER</b> <b>Module 1 - ¡Desconéctate!</b> Holiday activities and weather Holiday preferences Talking about a past holiday <b>ASSESSMENT - Translation</b> December/ January festivities in Spain FILM and project VOCES INOCENTES starts	<b>Viva GCSE Module 4– Intereses e influencias</b> Freetime activities TV/ Film Talking about what you usually do Talking about sports Discussing what’s trending. Shopping for clothes and gifts Talking about live entertainment Discussing role models <b>ASSESSMENT</b>			<b>MOCK EXAMS</b> <b>30/10-15/11</b> <b>GCSE Viva - Module 7 ¡A currar!</b> A gap year Your future <b>GCSE Viva - Module 8 Hacia un mundo major</b> Describing houses			
Spring 1	<b>Module 2 Mi tiempo libre</b> Spare time/ hobbies Giving opinions The weather Sports – verbs jugar and hacer Revision units one and 2 <b>ASSESSMENT of unit 1 and 2 - listening, Reading, grammar, writing.</b>		<b>Module 2</b> <b>Todo sobre mi vida</b> How you use your phone Describing music Talking about TV shows	FILM and project VOCES INOCENTES completes VIVA GCSE <b>Module 1 - ¡Desconéctate!</b> Booking into a hotel Holiday problems <b>ASSESSMENT - speaking</b>	<b>Viva GCSE Module 5– Ciudades</b> Directions/ shopping Describing an area Planning a visit Shopping			<b>GCSE Viva - Module 8 Hacia un mundo major</b> Talking about recycling Healthy living Global issues Local action Living your ‘best’ life International sport Focus on speaking including speaking MOCK Role play Describe a photo General conversation Revision <b>1/2- 16/2 MOCK EXAMS</b>			
	<b>Module 3 Mi insti</b> School subjects Opinions Describing school Breaktime activities		<b>Module 2</b> <b>Todo sobre mi vida</b> Using the preterit tense to say what you did yesterday Revision <b>ASSESSMENT</b> Module 3 ¡A comer! Saying what you like to eat	VIVA GCSE module 2 - Mi vida en el insti Giving opinions about school subjects Describing school and uniform Comparing the present with the past using the imperfect tense <b>ASSESSMENT</b>	<b>UNIT 5 REVISION AND ASSESSMENT</b> Discussing problems in a town Detailed description of past trip <b>ASSESSMENT</b> <b>REVISION FOR THE MOCK EXAM</b> <b>EOY MOCK EXAMS</b>			Final speaking exam Revision Focus on writing Walking/ talking mock			
Summer 1	Revision of unit 3 <b>ASSESSMENT of unit 3 - listening, Reading, grammar, writing.</b> <b>Module 4 – Mi familia y amigos</b> Family members	<b>Module 3 ¡A comer!</b> Describing mealtimes Ordering in food in a restaurant Planning a party Writing using 3 tenses <b>ASSESSMENT</b>	<b>VIVA GCSE module 2 - Mi vida en el insti</b> Discussing plans for a school exchange Talking about extracurricular activities. <b>ASSESSMENT</b> VIVA GCSE module 3 - Mi gente Talking about socialising and family	<b>Viva GCSE Module 6</b> Mealtimes Illness and injury Describing a special day Ordering in a restaurant Music festivals <b>REVISION FOR THE MOCK EXAM</b> <b>EOY MOCK EXAMS</b>			Revision Exams				

Summer 2

**Module 4 – Mi familia y amigos**  
Physical descriptions of self  
Revision of personality  
Physical descriptions of others  
Describing your town and home  
**ASSESSMENT of unit 4 - speaking**  
Film - Coco.

**Module 4 ¿Qué hacemos?**  
Arranging to go out  
Giving excuses  
Using reflexive verbs  
Talking about clothes  
**ASSESSMENT**  
Film - Ferdinand

**VIVA GCSE module 3 - Mi gente**  
Describing people  
Talking about social networks  
Taster lessons - German and/ or French  
Cultural background: Franco/ Berlin Wall/  
French revolution



**MOCK EXAM FEEDBACK** tasks  
  
GCSE Viva - Module 7 ¡A currar!  
Jobs and career preferences  
**SPEAKING PRACTICE**



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## Spanish Curriculum Map – Substantive Knowledge Progression



	Year 7	Year 8	Year 9	Year 10	Year 11	
 <b>Grammar and vocabulary</b>	<ul style="list-style-type: none"> <li>Definite articles</li> <li>Adjectival agreement</li> <li>Indefinite articles</li> <li>Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Using the comparative</li> <li>Set phrases using the conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>Using se puede</li> <li>Using the superlative</li> <li>Connectives</li> </ul>	<ul style="list-style-type: none"> <li>Time expressions</li> <li>Phrases with infinitives</li> <li>Object pronouns</li> <li>Desde hace</li> <li>Adjectives of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Using para + infinitive</li> <li>Adjectives of nationality</li> <li>Demonstrative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice</li> <li>Indirect object pronouns</li> <li>Cuando+ subjunctive</li> </ul>
	<ul style="list-style-type: none"> <li>Present tense verb endings, regular verbs (-ar. -er – ir)</li> <li>The irregular verbs <i>tener, ser, estar, ir, querer</i></li> <li>Irregular verbs <i>hacer</i> and <i>jugar</i></li> </ul>	<ul style="list-style-type: none"> <li>Present tense (recap) , immediate future tense and preterit tense</li> <li>Preterit tense irregular verb <i>ir</i> and <i>ser</i></li> <li>Preterit tense regular verbs</li> <li>Stem changing verb – <i>querer</i> and <i>poder</i></li> <li>Reflexive verbs</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of irregular verbs</li> <li>Opinion verbs with positive and negative opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding <i>ser</i> and <i>estar</i></li> <li>Relationship verbs</li> <li>Stem changing verbs</li> <li><i>Soler</i> + infinitive</li> <li>The future tenses</li> </ul>	<ul style="list-style-type: none"> <li>The conditional tense</li> <li><i>Soler</i> + imperfect</li> <li><i>Saber</i> and <i>conocer</i></li> <li>The present subjunctive</li> <li>The pluperfect tense</li> <li>The imperfect continuous</li> </ul>	
	<ul style="list-style-type: none"> <li>Opinions – <i>me gusta</i> + infinitive</li> <li>Using negatives</li> <li>Using simple connectives</li> </ul>	<ul style="list-style-type: none"> <li>Extending sentences for added interest</li> <li>Wide range of opinions</li> <li>Using the preterit and present together</li> <li>Describing the actions of others using the preterit and present together</li> <li>Extended range of negatives</li> <li>Making excuses</li> </ul>	<ul style="list-style-type: none"> <li>Using the preterit, present and present together</li> <li>Describing events</li> <li>Using the preterit and imperfect tenses together</li> <li>Extended range of connectives</li> </ul>	<ul style="list-style-type: none"> <li>Using the present and imperfect together</li> <li>Confidently using three tenses together</li> <li>Using the perfect tense</li> <li>Understanding words with more than one meaning together</li> </ul>	<ul style="list-style-type: none"> <li>Using synonyms and antonyms</li> <li>Using absolute superlatives</li> </ul>	
 <b>Linguistic components</b>	<ul style="list-style-type: none"> <li>Spanish pronunciation/ phonics</li> <li>The Spanish alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Spanish pronunciation/ phonics</li> <li>The Spanish alphabet – recap.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish pronunciation/ phonics</li> <li>The Spanish alphabet – recap.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish pronunciation/ phonics</li> <li>The Spanish alphabet – recap.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish pronunciation/ phonics</li> <li>The Spanish alphabet – recap.</li> </ul>	
	<ul style="list-style-type: none"> <li>Reading simple texts</li> <li>Using prediction as a listening strategy</li> </ul>	<ul style="list-style-type: none"> <li>Listening for detail</li> <li>Using authentic texts (TV guide etc)</li> <li>Understanding spoken or written passages using the present, near future and preterit tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and listening to a range of authentic texts at GCSE Foundation level</li> <li>Understanding language in two past tenses the present and the near future in reading and listening texts</li> </ul>	<ul style="list-style-type: none"> <li>Harder (GCSE Higher) standard listening exercises</li> <li>Recognising similar ideas expressed differently.</li> <li>Understanding more detailed description</li> <li>Identifying correct statements in a test</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and using idioms</li> <li>Spotting words that indicate an increase/ decrease.</li> <li>Inferring meaning in literary text</li> </ul>	
	<ul style="list-style-type: none"> <li>Taking part in simple structured dialogues</li> <li>Responding to questions about self.</li> <li>Writing simple answers in the present tense with opinions</li> </ul>	<ul style="list-style-type: none"> <li>Giving presentations</li> <li>Writing simple paragraphs using 2 or 3 tenses with a range opinions</li> </ul>	<ul style="list-style-type: none"> <li>Writing longer texts using 2-3 tenses including set phrases in the conditional and imperfect tenses with a wide range of opinions</li> <li>Understanding formal and informal written and spoken Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Asking and adapting questions</li> <li>Justifying opinions using more complex language</li> <li>Extending responses by referring to others</li> <li>Improvising dialogues and making arrangements</li> <li>Identifying preferences</li> </ul>	<ul style="list-style-type: none"> <li>Describing daily routine</li> <li>Asking for help</li> <li>Confidently using question words</li> <li>Narrating a story</li> <li>Using alternatives to 'and'.</li> <li>Writing a formal letter</li> <li>Explaining your point of view</li> </ul>	



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## Spanish Curriculum Map – Substantive Knowledge Progression






	Year 7	Year 8	Year 9	Year 10	Year 11
Cultural studies	<ul style="list-style-type: none"> <li>Introduction to the Spanish speaking world politically and Geographically</li> <li>Columbus and the legacy of Spanish in South America</li> <li>Day of the Dead celebrations in Mexico (consolidated with end of year film in Spanish)</li> <li>Awareness of how Christmas and New year is celebrated in Spain.</li> <li>Research on the School Day and school system in Spain</li> <li>Sports popular in Spain and the Spanish speaking world</li> <li>The importance of family and multigenerational living in Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>Research and taught cultural lesson on Spanish food and mealtimes (tapas, <u>Mediterranean</u> diet, café culture, particular dishes)</li> <li>The polite and 'informal' you and ways of indicating respect.</li> <li>Awareness of <u>Spanish</u> way of life, (mostly living in apartments, evening paseo) how Spanish cities, towns and villages compare to those in the UK).</li> <li>Spanish festivals (introduction). Local and national holidays and ways of holidaying in Spain.</li> <li>Awareness of cities and regions in the Spanish speaking world and varied climates.</li> <li>Mexican 5 de mayo festival and Mexican food.</li> <li>Bull fighting (film Ferdinand) and how many Spanish regions have changed their views on this.</li> <li>Easter and Christmas in Spain (review)</li> </ul>	<ul style="list-style-type: none"> <li>How young Spanish people spend an extended summer including sports events and holiday camps.</li> <li>Research and teaching on Sport and famous Spanish competitors in a range of sports.</li> <li>Popular sports and leisure activities in Spain.</li> <li>Film and Project based on South American and Child soldiers - Voces inocentes.</li> <li>In depth look at Ecuador (Geography, economy, history)</li> <li>Awareness of Hispanic cinema and film</li> <li>More in depth knowledge of Spanish schools, the curriculum and exams/ training offered to young people in Spain.</li> <li>Taster lessons - German and/ or French.</li> <li>Cultural background Taster lessons - Franco/ Berlin Wall/ French revolution, taught lessons with research tasks to consolidate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of importance of family life in Spain and multigenerational living in Spain</li> <li>Understanding daily life in Spanish cities (shopping, social habits, leisure) including range of smaller non-chain stores and businesses.</li> <li>Awareness of famous Spanish authors and novels - such as Miguel de Cervantes/ Don Quijot.</li> <li>Knowledge of Spanish film and cinema award ceremonies and famous film Directors.</li> <li>Knowledge of famous Hispanic sportsmen and women.</li> <li>TV in Spanish speaking countries.</li> <li>Discussing role models</li> <li>Knowledge of public transportation in cities and across Spain</li> <li>Able to plan and describe visiting a city in Spain/ South America</li> <li>Shopping at a souvenir stall and in markets</li> <li>Able to describe visits to South American countries including the geography and native animals.</li> <li>Awareness of different forms of Spanish and common South American words (papas, carro)</li> <li>Understanding of the 'menu del día' in daily life and different foods in Spain and South America.</li> <li>Awareness of different diets in the Spanish speaking world</li> </ul>	<ul style="list-style-type: none"> <li>Reminder of typical Spanish day - at work and school.</li> <li>Understanding of the importance of festivals in Spanish life and awareness of larger festivals - San Juan, la t tomatina festival, Sanferman and awareness of others.</li> <li>Understanding of the 'menu del día' in daily life and different foods in Spain and South America.</li> <li>Awareness of different diets in the Spanish speaking world</li> <li>Able to describe attending music festivals in Spain and knowledge of the major festivals that take place.</li> <li>Knowledge of the world of work in Spain, jobs available and youth unemployment.</li> <li>The benefits of learning languages</li> <li>Able to apply for a summer job and describe relevant experience.</li> <li>Appreciation of 'gap years' and opportunities post full time education.</li> <li>Understanding of the environmental challenges in the Spanish-speaking world.</li> <li>Knowledge of social issues in Spanish speaking countries such as unemployment, homelessness, drug use and poverty.</li> <li>Understanding of global sports events from a Spanish perspective (world cup, Olympics etc.</li> <li>Understanding of extreme weather events and natural disasters in the Spanish speaking world (drought, earthquakes, mud slides).</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>Key Spanish sounds</li> <li>The Spanish alphabet including 'll' and 'ñ'</li> <li>Gaining an understanding of how to pronounce Spanish words without knowledge of their meaning.</li> <li>Able to write heard unfamiliar words using phonics knowledge.</li> <li>Able to read short passages containing familiar language aloud in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement of key Spanish phonics and alphabet</li> <li>Starting to understand how the rules of pronunciation are affected by accents.</li> <li>Able to accurately complete short gap fill tasks.</li> <li>Starting to Understand how poor pronunciation affects meaning, especially in verbs.</li> <li>Able to read a short paragraph with mainly familiar and some unfamiliar words in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement of key Spanish phonics and alphabet</li> <li>Understanding where to stress syllables because of accents.</li> <li>Using phonics to successfully connect written and spoken language.</li> <li>Able to successfully complete longer gap fill tasks and shorter dictation tasks.</li> <li>Awareness of the importance of clear pronunciation for understanding, especially of verbs.</li> <li>Able to read a short paragraph with familiar and unfamiliar words in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement of key Spanish phonics and alphabet</li> <li>Reinforcement of understanding of where stress syllables because of accents, especially in the future and conditional tenses.</li> <li>Able to successfully complete short paragraphs of dictation.</li> <li>Able to confidently read a longer paragraph with familiar and unfamiliar words in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement/ recap of key Spanish phonics and alphabet</li> <li>Able to use knowledge of phonics to predict accent placement.</li> <li>Able to successfully complete longer paragraphs of dictation using more complex and unfamiliar language.</li> <li>Able to confidently read longer factual and literary texts with familiar and unfamiliar words in Spanish.</li> </ul>



# Prince William School

## Spanish Curriculum Map – Disciplinary Knowledge Progression



	Year 7	Year 8	Year 9	Year 10	Year 11
 <b>Listening &amp; Reading Skills</b>	<ul style="list-style-type: none"> <li>To show general and specific understanding of different types of spoken language, understanding clear standard speech across a range of specified contexts</li> <li>To understand general and specific details within texts using high frequency familiar language across a range of contexts</li> <li>To translate single nouns and short sentences short written passage from Spanish into English.</li> </ul>	<ul style="list-style-type: none"> <li>To identify overall messages, key points, details and opinions in a variety of spoken passages, involving some more complex language, recognising 2 tenses.</li> <li>To identify messages, key points, details and opinions in a variety written passages, involving some more complex language, recognising 2 tenses.</li> <li>To translate longer sentences from Spanish into English.</li> </ul>	<ul style="list-style-type: none"> <li>To identify overall messages, key points, details and opinions in a variety of spoken passages, involving some more complex language, recognising past, present and future events</li> <li>To be able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate.</li> <li>To translate extended and compound sentences from Spanish into English.</li> </ul>	<ul style="list-style-type: none"> <li>To deduce meaning from a variety of short and longer spoken texts, addressing a wide range of contemporary and cultural themes</li> <li>To deduce meaning from a range of specified contexts, involving some complex language and unfamiliar/authentic material</li> <li>To translate a short written passage from Spanish into English in a range of tenses.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and respond to key information, important themes and ideas in more extended spoken text, including adapted authentic sources.</li> <li>To deduce meaning from an extended range of contexts, involving more complex language and unfamiliar/authentic material addressing a wide range of relevant contemporary/ cultural themes</li> <li>To translate a short written passage from Spanish into English with a variety of tenses and a range of complex structures.</li> </ul>
 <b>Speaking</b>	<ul style="list-style-type: none"> <li>To take part in a short conversation, asking and answering questions, and exchanging opinions</li> </ul>	<ul style="list-style-type: none"> <li>To interact effectively through speech for a variety of purposes across a range of specified contexts so that a native speaker would understand.</li> </ul>	<ul style="list-style-type: none"> <li>To make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future tenses.</li> </ul>	<ul style="list-style-type: none"> <li>To convey information and narrate events, using and adapting language for new purposes.</li> </ul>	<ul style="list-style-type: none"> <li>To speak spontaneously, responding to unexpected questions, sustaining communication and initiating/ developing conversations producing extended sequences of speech.</li> </ul>
 <b>Writing</b>	<ul style="list-style-type: none"> <li>To write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li> <li>To translate single words and simple sentences from English into Spanish</li> </ul>	<ul style="list-style-type: none"> <li>To make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future</li> <li>To translate longer sentences from English into Spanish using two tenses.</li> </ul>	<ul style="list-style-type: none"> <li>To manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li> <li>To translate longer, compound sentences from English into Spanish using three tenses.</li> </ul>	<ul style="list-style-type: none"> <li>To produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li> <li>To communicate effectively in writing for a variety of purposes across a range of specified contexts</li> </ul>	<ul style="list-style-type: none"> <li>To make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</li> <li>To translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</li> </ul>



# Prince William School

## MFL Disciplinary Vocabulary



### Progression of Vocabulary

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous
<ul style="list-style-type: none"> <li>• Definite articles</li> <li>• Adjectival agreement</li> <li>• Indefinite articles</li> <li>• Possessive adjectives</li> <li>• Present tense</li> <li>• verb endings,</li> <li>• regular verbs (-ar. -er – ir)</li> <li>• irregular verbs</li> <li>• infinitive verbs</li> <li>• Negatives</li> <li>• Simple connectives</li> </ul>	<ul style="list-style-type: none"> <li>• The comparative</li> <li>• Set phrases using the conditional tense</li> <li>• Present tense (recap) , immediate future tense and preterit tense</li> <li>• Preterit tense irregular verb ir and ser</li> <li>• Preterit tense regular verbs</li> <li>• Stem changing verb (querer and poder)</li> <li>• Reflexive verbs</li> <li>• Extending sentences for added interest</li> <li>• Wide range of opinions</li> <li>• Using the preterit and present together</li> <li>• Describing the actions of others using the preterit and present together</li> <li>• Extended range of negatives</li> <li>• Making excuses</li> </ul>	<ul style="list-style-type: none"> <li>• Using 3 tenses together</li> <li>• Narrating events</li> <li>• Coping strategies when speaking</li> <li>• Direct object pronouns</li> <li>• Describing events</li> <li>• Explaining preferences</li> <li>• Opinions of other people</li> <li>• Describing past events</li> <li>• Opinions of past events</li> <li>• Larger numbers and percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Using the present, perfect and the imperfect together</li> <li>• Using phrases followed by the infinitive</li> <li>• Asking and adapting questions</li> <li>• Object pronouns</li> <li>• Extending responses by referring to others</li> <li>• Using the present continuous tense</li> <li>• Using <b>ser</b> and <b>estar</b></li> <li>• Relationship verbs</li> <li>• Stem changing verbs</li> <li>• Soler + infinitive</li> <li>• Using demonstrative adjectives</li> <li>• Synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and using idioms</li> <li>• Asking for help with illness and injury</li> <li>• The passive voice</li> <li>• Recognising increases and decreased</li> <li>• Avoiding the passive</li> <li>• Inferring meaning</li> <li>• Using absolute superlatives</li> <li>• Adding interest when narrating a story</li> <li>• Alternatives to 'and' and 'because'</li> <li>• When to use saber and conocer</li> <li>• Using formal language to write a letter</li> <li>• Using the subjunctive with future plans</li> <li>• Giving commands</li> <li>• Offering extended reasons</li> <li>• The pluperfect tense</li> <li>• The imperfect continuous</li> </ul>		

