



### Key Stage Three:

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

| Pupils should be taught to   | At St Gregory's Catholic High School, this is taught   |
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| <p>identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</p>   | <p>Students in Y7 will focus predominantly on the present tense. By the end of half-term 1, students will be able to use the 1<sup>st</sup> person of the present tense in order to give basic information about themselves (name, age, date of birth etc.) using the irregular verbs 'tener' 'ser' and 'llamarse'. Students will be expected to recognise 3<sup>rd</sup> person (he/she...) by Christmas, to describe family members. In the Spring term, pupils start to explore a wider range of verbs and form regular 'ar' verbs in all persons of the paradigm. By the end of Y7, all students will be able to use the near future tense in Spanish to say what they, and perhaps others are going to do. These skills form the basis of the 'Progress Mountain' steps. In Y8, pupils are introduced to the past preterite tense, initially in the first person, moving to all persons of the verb, with regular 'ar' verbs, and 'ir' to discuss past holidays. Before Christmas, as part of their 'Spiralised Learning' they return to the present tense, to discuss free time and technology. At this point, pupils have had exposure to all three time frames and pupils are encouraged to use a variety of tenses throughout their work. During their Y9 languages lessons, knowledge of tenses is deepened and chops and changes from present, to past and future, at regular intervals, ensuring the 'Spacing' of practice, does not allow for one tense to fall out of usage. Also in y9, pupils are introduced to the simple future tense at the end of the Autumn term, with regards to the topic of Work and the imperfect past tense at the end of Y9, to discuss town changes.</p> |
| <p>use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p>   | <p>Students will learn to master a range of grammatical structures and will be encouraged to look for and follow language patterns, as 'Language Detectives'. During Y7, students will learn about gender and the number of nouns (masculine, feminine, singular &amp; plural), and adjectival agreements. Students will be familiar with register – learning to speak both formally and informally, particularly in Y8 in the topic of restaurant language when the usted form is taught explicitly. Students will gain knowledge on definite and indefinite articles as well as possessive adjectives when talking about family members, classroom items and pets. In Y8 and Y9 languages lessons, students will explore comparatives and superlatives in the topic of TV and music and this will be revisited at the end of the year with the 'Operation Holiday' topic, comparing holiday homes for rental. Adverbial time phrases will be used regularly from Y7 onwards, talking about the frequency pupils do certain activities, eat and drink certain things (y8 and Y9) and the object pronoun will be introduced in Y9, regarding food and sport.</p>   |
| <p>develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> | <p>Students will be taught a wide range of vocabulary on a variety of topics eg. family, friendship, local area, work, leisure activities, food, clothing and social issues, including synonyms for certain grammatical terms, such as 'because' conjunctions and 'I love' verbs, to widen their range of vocabulary. Students will gain knowledge on the culture of the Spanish-speaking world and as a result,</p>   |

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|  | <p>will be exposed to specialist Spanish words for the names of places in Barcelona, regional foods and traditional Christmas carol lyrics. (Y8) In Y9, pupils discuss social issues related to child labour in parts of South America, Fair Trade and Global environmental concerns. From Y7, pupils are taught to read and explore vocabulary from an etymological perspective, looking for cognates, suffixes and root words. In Y9, as part of the 'Why Learn Languages?' week, pupils study the Language Tree and explore vocabulary from other languages, identifying and explaining patterns.</p>   |
| <p>use accurate grammar, spelling and punctuation.</p>   | <p>We expect students to use correct grammar, spelling and punctuation in all work. We have high expectations of accuracy when writing in both English and the target language, even when grammar and punctuation differ eg. upside-down question mark at the start of Spanish questions, no capital letters used for days of the week/months. Misunderstandings and mistakes are identified as (sp) corrections and pupils copy these out in red twice. Regarding pronunciation, phonics and alphabet sounds and letter strings are explored from the outset and pupils create a 'Pronunciation wall' at the back of their books, which they can refer to when faced with a new word that they are not sure how to pronounce. Pronunciation rules are embedded throughout KS3 and the phonic nature of Spanish is appreciated. Reading aloud comes before reading for understanding and pupils get regular opportunity to read aloud in pairs, groups and whole class. Similarly, speaking tasks are regular features of language lessons and as teacher circulates or as pupils volunteer to speak, teacher corrects any mispronunciation swiftly and systematically. The teacher will also model pronunciation and drill repetition practice, when appropriate.</p> |
| <p>listen to a variety of forms of spoken language to obtain information and respond appropriately</p>   | <p>Students will listen to the target language from a variety of sources eg. listening exercises from textbooks, songs and video clips. We assess understanding through exercises completed in lessons, as well as through formal end of term assessments. By the end of KS3, we expect our students to understand the vast majority of the key &amp; supporting details in texts of around 50-100 words uttered at moderate pace. Pupils also watch, listen to and respond to a Spanish film in all KS3 years.</p>  |
| <p>Transcribe words and short sentences that they hear with increasing accuracy</p>  | <p>Pupils can transcribe words and short sentences that they hear with increasing accuracy Students will be required to transcribe words during a range of listening tasks throughout KS3.</p>   |
| <p>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p> | <p>From Y7 Autumn 2 term, pupils create a short text with simple connectives and from then on, they encouraged to always aim for text level, writing at greater length, with connectives, a variety of verbs and adjectives, in as many persons of the verb as possible. The degree of accuracy in spelling, grammar &amp; syntax and regularly use of a wider range of opinions, adjectives, time phrases &amp; connectives, develops as time goes on, as does the usage of tenses. When pupils write prose they have available a clear set of success criterion to include, which serves as the marking sheet, once completed.</p>   |
| <p>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p>                                | <p>KS3 MFL lessons provide students with opportunities to practise speaking in the target language and using it to communicate with others effectively. By the end of Y7, students will be able to give basic information about themselves, will be able to provide their own opinions on a range of topics and will be able to ask and answer basic questions. By the end of Y8, students will learn to develop this skill by utilising their wider knowledge of vocabulary and three tenses to answer a range of questions on various topics. By the end of KS3, students will be able to extend their answers and overall fluency and confidence when speaking Spanish. Students will be able to take part in an interactional oral exchange using familiar vocabulary &amp; structures. In Y8, pupils will devise and deliver a detailed conversation, between 3 or more pupils, working and practising collaboratively. Pupils will peer assess for pronunciation and accuracy as well as content. Pupils will also describe photos from Y7, throughout KS3.</p>  |

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| <p>Express and develop ideas clearly and with increasing accuracy, both orally and in Writing</p>   | <p>Students will be required to provide their own opinions, and to justify these with a reason, from y7 Spring term (with 'porque'). In Year 8, pupils are introduced to exclamations for opinion of holidays and in Y9, pupils are encouraged to use synonyms for 'gustar' and 'encantar' such as 'molar', 'flipar' and 'chiflar' They are also introduced to synonyms for 'because' (ya que / dado que / puesto que)</p>   |
| <p>Speak coherently and confidently, with increasingly accurate pronunciation and Intonation</p>  | <p>Across all years in KS3, students will be required to provide their own opinions during class discussions on a range of topics. Pupils have 'sentence builder' support sheets as prompts, but are encouraged to speak from memory.</p>  |
| <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> | <p>Students are exposed to a wide range of reading materials such as emails, poetry, song, information leaflets and works of fiction, in Y7 and Y8. When exploring the works of fiction, unfamiliar vocabulary comes up and pupils have a range of reading techniques at their disposal to decipher new language, including context, cognates, prior learning and 'reading around' By the end of KS3, our students are expected to understand the vast majority of the key &amp; supporting details in texts of around 130 words in length. They will demonstrate they are able to understand texts written in three tenses (past, present &amp; future)</p> |