

## Spanish

### Curriculum Principles

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Spanish through the below:

**By the end of their all-through education, a student of Spanish at Dixons Kings will:**

- Being able to understand and talk about a range of situations in the following three themes: Identity and culture, Local, national, international and global areas of interest and Current and future study and employment.
- These topics will be taught to cover all 4 skills (reading, listening, speaking and writing)
- For more information on content refer to Curriculum Overview.

**In order to truly appreciate the subject and create deep schema, topics within Spanish have been intelligently sequenced with the following rationale:**

- Most students have not studied languages in Y6. Some may know some words in Spanish or they may have studied French. Therefore, the most important content from primary school to apply into our language teaching is their grammatical knowledge of the English language. This will include definition of key words (e.g. noun, adjective, verb...) and how these work in the English language.
- When introducing grammar, we follow guidance from NCELP (National Centre for Excellence for Language Pedagogy) and we also take their advice in how to sequence work in our LTPs and SoW. NCELP is funded by the DfE and they work in partnership with university researchers, teacher educator and expert practitioners and specialist teacher in leading schools across the country acting as Language HUB (DKA is one of these schools)
- Teaching of phonics is a part of the Y7 and Y8 SoW. This is paced, explicit teaching of new sound-symbol correspondences (SSC) initially in Y7 followed by integrated revisiting and consolidation in Y8. This follows the NCELP resources and supports the phonics work that students completed in primary. The aim is for students to have confidence in understanding and producing the key SSC by the end of KS3 which will result in better understanding for the listening assessment and improved pronunciation in KS4.
- We also introduce grammar in the recommended order. Students start using the first person singular, and moving onto other forms of the verb. Once the I form of the verb has been assimilated by students, grammar is introduced in pairs (as per training from MFL Hub) to finally move to the whole paradigm. (For instance, when working with verbs and tenses, students' start working on the I form to then move onto the third person singular (S/he) and finally to the whole conjugation)
- The vocabulary introduced each year has been carefully selected using the Viva Textbooks as the foundation. Vocabulary is revisited systematically in new contexts and covering the 4 skills (reading, listening, speaking and writing). According to the NCELP resources, in the presentation of new vocabulary translations are always provided as the quickest, clearest way to establish the word-meaning connection. This is the approach that we follow in our lessons when introducing new vocabulary but we also combine it with memorization techniques introduced by School research to embed in long term memory.
- We have also ensured that we have introduced the most common verbs using the NCELP resources. These verbs are introduced in Y7 and re-visited constantly on low stake and high stake vocab tests. The aim of the regular vocab tests is to embed key concepts in their long term memory so they can then apply this fluently in a variety of skills. We focus on the first and third person singular for these verbs and challenge HA pupils to continue conjugating these verbs using all pronouns. Students can find the list of verbs in their Grammar Knowledge Navigators.
- Specific grammar features are presented explicitly and using the correct grammar terminology, then practiced thoroughly in input and production which becomes more open-ended and structured over time. Present tense is introduced in C1 with past and future being introduced in C2. The three tenses are then consolidated in C3 to ensure a strong foundation for year 8. High frequency grammar functions are revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and range of key syntax (word order and relations between words)



- Grammar features and high-frequency vocabulary and phonics are recycled in new contexts which strengthens the knowledge-base.
- In year 7 we cover modules 1 to 4 of the Viva 1 Textbook. This content has been agreed with all school in the Dixons Trust through Cross Cutting Meetings. This allows school to share resources and ideas for best practice. AT DKA we have just decided to move the order of these modules to match the order suggested by NCELP and we introduce Module 4 in Cycle 1. These modules include talking about themselves and family. Describing school and where they live. As a school we have also decided to include past tense which is not in these modules to challenge HA students.
- The year 8 SoW covers the topics in the Viva 2 textbook. This may change next year as there is currently work on alignment across the trust. Students start working on the topics of free time which will be slightly familiar from Y7 to then move onto work. Students will now be using the whole paradigm of the present, past and future tense which were introduced in Y7. For LA classes, individual teacher may decide to recap these grammatical elements in pairs as per the MFL Hub training.
- Students finish the KS3 content during Cycle 1 and 2 in year 9 to then move onto GCSE content in Cycle 3. We have decided this is the right time to introduce GCSE content as a two-year course was too short to cover all the content. We also decided not to start the GCSE Spec at the beginning of Y9 as students had not been exposed enough to the language in Y8 to be able to access the more complex tasks. The GCSE content start with the topic of holiday as there is a lot of cross over and vocabulary that had been used in KS3 and could be used as a foundation. Grades are capped at grade 6 for year 9 students as there is no time to expose them to the grade 7+ tasks.
- By starting the GCSE specification in Y9 cycle 3 and finishing in February in Y11, we allow 2 months of revision and consolidation before their exam.
- Students start with the topic of school in Y10 because they already have a foundation from Y7 where they studied school subjects. This allows pupils to build on the foundation created in KS3 to now use more complex language and create more complex structures. Students find the topic of school easier as it has a lot of cognate and they are easy to recognise. Therefore, students build their confidence in Spanish. They then cover in Cycle 2 and 3 topics (including free time, jobs, environment and town) which had been previously taught in KS3 but they will not be covered in more detail. As students are familiar with these topics and they can recognise and use some simple vocabulary and structures, these topics are ideal to allow pupils to use complex grammar which is essential in KS4. Students are challenged to use a variety of tenses. The GCSE assessment questions are also more explicitly taught and pupils start to memorise vocabulary which will help them on the role Play and photo Card areas of the Speaking assessment.
- Students will need to finish covering the topics included in theme 2 (house town and environment) Environment is the last topic which is taught as it is usually the most complex one. Students have been exposed to this vocabulary before on a simple version. However, tasks including this topic in the GCSE exam are normally complex and taken from newspaper articles so they include complex language.
- For the last cycle in Y11 lessons are adapted and planned based on achievement in previous assessments and taking into account assessment success from previous cohorts.
- In lessons, we encourage students to think about the areas they need to improve on and how to do so. All students have a sticker at the front of their books with their target and area for development. Also, when completing a formative assessment, students are asked to look at their previous formative assessment and to write the area they need to work on. This is to ensure that students improve on this area in the following formative and that they are not making the same mistake over and over. Teachers check that progress has been made or a DIRT task is put in place for improvement. This is a preventive tool which uses data from formative assessments and help pupils to close gaps before they complete their Cycle assessment and reducing the amount on intervention needed after assessments.
- We encourage our students to become independent learners and we are introducing in lessons a range of revision strategies which we explain and practice with students with the aim that they will then use this independently when revising at home and increase the amount of information in their long term memory. Furthermore, all students have a Pearson Active Learn account and they can access activities from the textbook to re visit what has been taught in lessons. This is an especially good tool to revise Listening which has been the more complex skill in the latest GCSE exams. Finally, we have created a Padlet Website which contains a range of revision strategies and links to other sites which students can use to revise at home. In languages success and retaining information is achieved through short but regular study periods and this is what we try to teach our students so they become independent learners.



- At the end of each cycle, all teachers complete the QLA for all the 4 skills. This is analysed by the HOF and PT to look for misconceptions. Classes of similar abilities are compared. If there is a gap in knowledge, the SoW is adapted for the following year and interventions are created. All four skills assessed cover the same content so it is important to analyse if the misconceptions lie with a particular skill or a particular topic across the four skills.

#### **The Spanish curriculum at Kings has been influenced by:**

- Rachel Hawkes work on phonics.
- NCELP resources developed as part of our work as a languages Hub. This is also based on the new Ofsted framework.
- Resources provided by Pearson Active Learn.
- Discussions in Cross Cutting meetings.

#### **Our Spanish curriculum ensures that social disadvantage is addressed through:**

In Spanish, we do not only cover the Spanish language, but students are exposed to a range of cultural events, festivals and traditions from a variety of Spanish Speaking countries. It is important for our students to think about the cultural differences that exist between countries or people with different backgrounds as we live in a multicultural society. This is particularly important in our school as the cohort that we have belongs in its majority to a similar cultural background and will otherwise not be exposed to some of the situations which we debate in Spanish. Understanding the cultural differences and traditions from other countries will help the students' understanding in listening and reading. Students will benefit from understanding other cultures from a personal point of view too as England is a multicultural society and they will have to interact with people from different cultural backgrounds.

Literacy and Oracy is also extremely important in society to ensure that students can communicate effectively in the future and become successful in the workplace. Spanish helps students to reflect on their own language and we ensure that correct terminology is used in lessons to promote their literary skills. Furthermore, speaking activities help students develop their presentation skills, it will allow students to speak confidently in front of others in the future.

For all classes, SEN and PP students are identified in seating plans and intervention folders. Teacher are aware of students special needs and plan accordingly. SEN and PP students are part of intervention plans if they are on or below target to ensure that there is no gap between SEN and non-SEN students.

Intervention sessions are also delivered on Thursdays period 6 for year 11 pupils. During C3 and after the GCSE exams, intervention sessions are provided for Y10 pupils run by the HoF and the PT. This focuses in the Speaking Assessments and takes place for one hour after school. The students are identified using the Data from C3 Speaking Assessment.

#### **We fully believe Spanish can contribute to the personal development of students at Dixons Kings through:**

- Throughout the lesson all teachers in the department use the learning modes effectively. We create tasks that need to be completed as part of a group and students are asked to work in polite table groups to develop their abilities to work as part of a team. They are also asked to work in quiet partners where they can support each other and share ideas. Normally at the end of a lesson to check understanding of a specific grammar point, pupils are asked to work in independent silent study so they can show their teacher what they know and we can spot misconceptions.
- As part of our lesson planning, we ensure we include learning and revision strategies. Some of these are specific to language learning and ensure that our students become successful linguists (even if they want to start studying a different language in the future). Other revision and exam techniques can be used in different subjects and will ensure our students create a habit for revision which will aid them in the future.
- In languages we use a lot of online platforms which will help them with their technological literacy.
- Furthermore, 25% of the course is speaking which we practice regularly so students are building confidence and communication skills as well as social skills.



**Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.**

- For Year 7 and 8 students receive a half an hour piece of homework on a weekly basis. Year 9 to 11 receive a piece of homework which should take up to an hour to complete, this is also set on a weekly basis.
- For all year groups, students receive a learning piece of homework. Which consist on a set of words / vocabulary that the students need to learn. This is usually a section in their knowledge navigator which re caps learning. Students are always made aware of the percentage of correct answers that they need to get. Individual arrangements are made for SEN students, according to teachers' discretion (e.g. match up activities)
- Additionally, to the learning piece of homework, students will receive an extra weekly piece of homework which may consist of a reading a listening or a written task. These pieces of homework are created by the class teacher and differentiated for the individual needs of the class. Some examples of tasks which will include a listening task from Pearson active learn, a paragraph that students need to translate at home or a short text they need to read and answer questions from.
- For KS4 pupils the second piece of work will frequently consist in a question that they need to answer in their pink books, which will then be part of their Spanish Speaking GCSE.
- From September 2021 Year 7 students will also be able to access their homework via TEAMS. Some members of staff may also choose to use TEAMS to set homework for other year groups. Students can access TEAMS with their school e-mail address and password.

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers:**

- The new Ofsted framework mentions students developing their understanding and appreciation of diversity and I believe this to be a strength in languages. We present students with different facts about Spanish speaking countries and we open discussions on these, always encouraging openness towards and acceptant of others. This is done following the following strategies
- Every lesson, as students copy the date and title, they are presented with a SMSC slide which covers a cultural issue related with the topic of the lesson. Students are encouraged to discuss and debate about this issue. This is a good way to introduce cultural differences between the UK and a range of Spanish Speaking countries.
- Students learn about and discuss a range of festivals, cultural events and traditions from a range of Spanish Speaking countries. They are exposed to traditional food from this countries, music, traditional clothing or religious festivals that take place in countries where Spanish is spoken.
- The Spanish curriculum covers a range of topics which relate to students' everyday life. For instance, in C1 students talk about where they live, future plans and environmental issues. This is a great platform for students to explore different options and career paths for their future and also to make students more aware of some environmental issues and what we can do about it. In C2 students discuss healthy and unhealthy lifestyles including the topics of food, sports and drugs.
- The Languages department also provides pupils with some extra curricular opportunities. Year 7 take part in a National Spelling Bee competition. All students in the school take part in the class competition. The winners will progress to the school competition, moving onto the trust, West Yorkshire and the National competition. Year 8 will take part in a similar competition focusing on translation (Translation Bee)
- When possible, the Languages department plans schools' visits to increase the students' engagement in languages. Some of the visits that have taken place in the past are: A theatre visit to a Spanish play (La Casa de Bernarda Alba) for Y11 pupils, a visit to the Cinema to watch a Spanish movie (Campeones) with Y10 Students or a visit to a Tapas bar with Y10 students.

**Remote working in our subject supports students to access the full curriculum in the following ways:**

- We have created a department Padlet website for Ks3 and Ks4. Both Padlets contain the Knowledge Organisers for all year groups as well as revision websites they can access to prepare for their cycle assessment.
  - KS4 Padlet also has access to past papers and mark schemes so students can work at home and prepare for their exams.
  - During Covid times, we have adapted our resources to ensure that all students can access the full curriculum.
  - A clear whole school strategy has been implemented and followed in Spanish where, if a student is at home and self-isolating, they can join the lesson on Teams and the class teacher will connect the Jabra speaker to enable the student to view the board through their home computer
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- Work completed by the students should be emailed to their class teacher at the end of the lesson to be checked
  - Class teachers will complete the centralised spreadsheet listing the names of students who are self-isolating on a Monday morning. This allows teachers to track who is completing work and which students need to be followed up.
  - If students are not able to access the lesson at the time this is delivered, they can also access all resources on On Drive and complete their work in their own time.
  - All students also have an e-mail address, which they can use to contact their teacher if they needed to do so.

**Further Information can be found in:**

- Long term plans
- Knowledge navigators (topics) and Grammar Knowledge Navigators.
- Schemes of work
- <https://en-gb.padlet.com/misslopezspanish/DKA>