

Year 9 Modern Foreign languages: Spanish

Our aim is for MFL learners at Ebor Academy Filey to enjoy learning foreign languages and to recognise the benefits of language learning in a globalised 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. We aim to foster pupils' curiosity and develop their cultural capital by deepening their understanding of the world as well as promoting a greater understanding of their own language. Our teaching will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. By developing their communication skills and confidence, French & Spanish plays a vital role in preparing students for life beyond school.

Key concepts taught in year 9 Spanish:

Autumn term (Spanish)	Spring (Spanish)	Summer (Spanish)
Orientáte! Students will build on language learnt in Year 8 and will learn to talk about their daily routines using the present tense. This will include learning how to tell the time and explaining what time they do different activities. Students will learn how to say different jobs in Spanish & say what jobs they would like to do in the future using ' <i>Me gustaría ser</i> ' (I would like to be), ' <i>Quiero ser</i> ' (I want to be) and ' <i>Voy a ser</i> ' (I am going to be). They will continue to practice giving opinions using a broad range of different adjectives.	Una aventura en Madrid Students will learn how to talk about different places they have visited. Initially, they will learn about life & customs in Madrid and how to compare this to life in the UK. They will learn how to describe a town/city & say what things can be found there. Students will also be introduced to different regular verbs in the past tense to talk about places they have visited in the past. They will learn how to use common verbs such as <i>visitar</i> (to visit), <i>comer</i> (to eat), <i>ver</i> (to see), <i>vivir</i> (to live). They will revisit the present tense to make better understand the past tense.	Un repaso Students will review & consolidate previous learning to extend their knowledge and fully prepare them for GCSE studies and for life in a global world. We will continue with the theme of describing places we live in or visit. Students will review & consolidate present, past & future tenses, which are required to achieve a GCSE pass in Spanish. Students will also study more common irregular verbs in these tenses, such as <i>poder</i> (to be able to), <i>querer</i> (to want). Students will learn to talk about the weather & activities they do in different weather conditions.
Important language:	Important language:	Important language:
Telling the time Reflexive verbs (I have a shower) The verb <i>ser</i> (to be) Adjectives to describe people Jobs Future forms Extended opinions with adjectives, connectives & intensifiers	Past tense regular verbs Comparative & superlative Adjectives to describe places <i>Hay que</i> (You have to) Creating more complex opinion sentences	Past, present & future tenses Common irregular verbs in the past tense: <i>ser</i> (to be), <i>estar</i> (to be), <i>ir</i> (to go), <i>hacer</i> (to do/make), <i>querer</i> (to want), <i>poder</i> (to be able to) Weather expressions Increasingly more complex opinion adjectives

Key staff contacts:

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What are the main skills my child will develop in year 9?

- Students will develop their understanding of Spanish & continue to practice the 4 skills (reading, writing, listening & speaking). We use increasingly complex material to reflect students' increasing awareness of the language. They meet written & spoken texts of varying lengths containing a range of vocabulary and structures and are encouraged to develop strategies to cope with unfamiliar language.
- Students will become learn how to form and use past & future tenses which, alongside the present tense, are essential elements for GCSE success.
- The course complements and provides a basis for the GCSE themes. In Year 9, students meet key grammatical points essential for GCSE success.
- It is expected that students will be showing increased independence in their learning.
- We will continue to develop literacy skills through direct comparisons between the foreign language and English when meeting new vocabulary and grammar.
- Students will become more aware of aspects of life in Spanish-speaking countries as well as develop an understanding of the importance of Spanish as a world language. They will be learning about life and customs in Madrid as well as differences between the working routine in Spain & the UK.

How can I help my child with their learning?

- ✓ Ask your child to teach you something that they have learnt in their language class.
- ✓ Practise new vocabulary together regularly.
- ✓ Help your child to learn new vocabulary by making flashcards & testing them.
- ✓ Encourage your child to regularly revise grammar & vocabulary points they have previously met, so that they are more likely to remember them in the future.
- ✓ Encourage your child to download a Spanish app onto their phone, e.g. Duolingo, and to use websites such as www.languagesonline.org.uk and BBC Bitesize KS3 Spanish www.bbc.co.uk/bitesize/secondary.
- ✓ Remind your child to use a bi-lingual dictionary or an online dictionary such as www.wordreference.com but to avoid translation sites!

How will you assess my child's progress?

In Year 9, we formally assess the students in two skills per term. This includes a passive skill (listening or reading) and an active skill (speaking or writing). Skills that are not assessed in the autumn term will be assessed in the spring term.

We link our formal MFL assessments to the requirements of the GCSE exams. Written assessments include both extended written tasks and translation tasks into the foreign language. Spoken assessments may include photocards & responding to bullet points / questions in the target language. Assessments in reading and listening skills are based on topics & language that we have previously studied.

Assessment criteria are shared regularly with the students and they know how to access the different grades prior to the assessment. Post-assessment, students are also encouraged to set personal targets to improve on their performance.

In the MFL department, we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students. This feedback will usually be in English, so that the pupil is fully aware of what he or she needs to focus on to make progress. Targets are specific and may be in the form of a question to encourage students to respond and to create a two-way dialogue between pupil and teacher. Examples are 'Add five sentences which show use of the comparative form' or 'Add a paragraph which uses at least three new time expressions from your word mat' Typically, students complete this work in green pen and are then able to reflect clearly on where they can improve their work.

We also encourage our MFL students to self-assess on a regular basis through weekly 5-a-day review activities and regular vocabulary & grammar tests. They are encouraged to self & peer assess their work wherever possible.

Please feel free to contact us to discuss our assessment policy in more depth.