



Content and Grammar	Skills
<p><b>T1, 2, Module 1</b></p> <ul style="list-style-type: none"> <li>• Discussing holidays &amp; holiday activities</li> <li>• Revising weather</li> <li>• Using the present and preterite tenses</li> <li>• Saying what you do in the Summer</li> <li>• Listening to identify the person of the verb</li> <li>• Use of the present tense with activities</li> <li>• Talking about holiday preferences</li> <li>• Using verbs of opinion to refer to different people</li> <li>• Understanding percentages / high numbers</li> <li>• Saying what you did on holiday</li> <li>• Describing where you stayed</li> <li>• Using the imperfect tense</li> <li>• Working out the meaning of new words</li> <li>• Booking accommodation &amp; dealing with problems</li> <li>• Using verbs with <i>usted</i></li> <li>• Using questions to form answers</li> <li>• Giving an account of a holiday in the past</li> <li>• Using three tenses together</li> <li>• Identifying positive and negative opinions</li> </ul>	<p>Use your knowledge of English to see patterns or similarities in Spanish words  <b>Use of context to predict meaning of new vocabulary</b></p> <p>Translation –To develop the skill of translation. <b>Include a variety of tenses and new structures .progress from short sentences to longer sentences and short paragraphs as the year progresses.</b> Spanish to English and English to Spanish</p> <p>Speaking –Be able to answer basic questions met in each module. Work independently to prepare answers for the potential questions that could be asked in the speaking exam. <b>Answer in more detail and using a variety of tenses or time expressions.</b></p> <p>Introduction to GCSE style: Role play            GCSE style: Photo            Brainstorm ideas to prompt responses photo stimuli            Asking questions  <b>-Be able to ask questions using interrogatives or a verb structure</b></p>
<p><b>T2, 3 Module 2</b></p> <ul style="list-style-type: none"> <li>• Giving opinions about school subjects</li> <li>• Describing school and it's facilities</li> <li>• Describing school uniform and the school day ( routine)</li> <li>• Using adjectives</li> <li>• Talking about subjects and teachers</li> <li>• Using comparatives and superlatives – comparing then &amp; now</li> <li>• Justifying opinions using a range of language</li> <li>• Using negatives</li> <li>• Talking about school rules and problems</li> <li>• Using phrases followed by the infinitive</li> <li>• Tackling more challenging listening exercises</li> <li>• Talking about plans for a school exchange</li> <li>• Using the near future tense</li> <li>• Asking and answering questions</li> <li>• Talking about activities and achievements</li> <li>• Using object pronouns</li> </ul> <p>Saying how long you have been doing something</p>	<p>Understanding longer texts(listening &amp; reading) including mixed tenses and unknown vocabulary            Reading and listening for gist            Reading and listening for more detail. <b>Using knowledge of vocabulary and context to deduce meaning of longer extracts using unknown vocabulary</b></p> <p>Writing- Foundation            How to complete the writing photo exercise            How to complete the 40 word task            How to complete the 90 word task            Understanding of the GCSE mark scheme and how to improve your work.  <b>Being able to identify good and poor practice</b>  <b>Being able to address the bullet points of a task appropriately</b></p>
<p><b>T5, 6 Module 3</b></p> <ul style="list-style-type: none"> <li>• Talking about socialising with family &amp; friends</li> <li>• Using verbs in the present &amp; past tenses</li> <li>• Describing people &amp; relationships</li> <li>• Using adjectival agreement</li> <li>• Talking about social networks</li> <li>• Using para with infinitives / use of Ser &amp; Estar</li> <li>• Extending responses by referring to others</li> <li>• Making arrangements</li> <li>• Using the present continuous</li> <li>• Talking about reading preferences</li> <li>• Making arrangements</li> </ul>	<p>To work effectively under timed conditions</p> <p>Use dictation as a means of embedding phonetics, spelling and recognition of grammar</p>