

Carre's Key Stage 3 and The NCELP Scheme of Learning

At Carre's we have recently started to use the NCELP SoL in Key Stage 3. This SoL is driven by research and the need to focus on three main bodies of knowledge (Phonics, Vocabulary and Grammar) and provide ample meaningful practice.

The NCELP thinking is in line with: (a) the Review of MFL Pedagogy, a report published by the Teaching Schools Council, which drew on research into foreign language learning and teaching and on the knowledge and experience of a wide range of experienced practitioners; (b) Ofsted's current aspirations for curriculum intent, implementation, and impact; and c) preparing a solid foundation for GCSE content and examinations, which builds on the core grammar and vocabulary outlined in the programmes of study for Key Stages 2 and 3

Spanish Y7 scheme of work overview

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> Describing places and location. Saying what someone is like at the moment. Saying what someone is like in general. Saying what people have. Saying what people do 	<ul style="list-style-type: none"> Essential verbs <ul style="list-style-type: none"> ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) Indefinite articles, singular and plural nouns Adjectives - gender and agreement Yes/no questions with raised intonation -AR verbs in the present <ul style="list-style-type: none"> (1st, 2nd, 3rd persons singular) 	<ul style="list-style-type: none"> Learn sounds for vowels in Spanish a, e, i, o, u Contrast SSC 'l' and 'll' Learn hard 'ca/co/cu' Learn 'cu' + vowel 'cue/cua/cui' Learn soft 'ce/ci' 	<ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. High-frequency vocabulary relevant to given context. Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.
TERM 1.2	<ul style="list-style-type: none"> Saying what people do and don't do. Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it Talking about the location of things Describing a place Giving and wanting (festive season and family) 	<ul style="list-style-type: none"> Using 'no' to make a verb negative HAY (vs 'TIENE') son [SER], adjective (number, agreement with -s in relation to the verb) Singular definite articles - el & la Plural definite articles - los & las DAR (to give, giving) - doy, das, da (plus noun) Modal verb QUERER (to want, wanting) - quiero, quieres, quiere (plus noun) 	<ul style="list-style-type: none"> Concentrate on pronunciation of 'z' Learn SSC 'que' Learn SSC 'qui' Learn hard 'ga/go/gu' Learn soft 'ge/gi' Learn 'j' Contrast SSC 'n' and 'ñ' 	<ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Revisiting of verbs, nouns and adjectives in relation to locations and family members.

Assessment: Final week 1st half spring term (Week 2.1.6). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes.

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> Describing family Describing some natural wonders of the Spanish-speaking world Asking and answering questions 	<ul style="list-style-type: none"> Adjective agreement (-o, -a, number) tenemos, tienen [TENER] Adjective position WH questions HACER (to do, make) (1st, 2nd and 3rd persons singular) 	<ul style="list-style-type: none"> Contrast SSC 'v' and 'b' Contrast SSC 'r' and 'rr' Silent 'h' Revisit 'a' and 'o' Revisit 'e' and 'l' Revisit 'u' 	<ul style="list-style-type: none"> Deepening vocabulary knowledge through work with a challenging text. Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) Question words
TERM 2.2	<ul style="list-style-type: none"> Talking about what you do with others (rural life) Talking about what people <i>can</i> do Contrasting what people <i>must</i>, <i>can</i> and <i>want</i> to do Places and locations Saying what people are like today vs in general 	<ul style="list-style-type: none"> -AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive estamos, están [ESTAR] de + el → del vs de la somos, son [SER] 	<ul style="list-style-type: none"> Revisit 'l' vs 'll' Revisit hard 'ca/co/cu' Revisit 'cu' + vowel 'cue/cua/cui' Revisit soft 'ce/ci' 	<ul style="list-style-type: none"> Using a range of prototype -AR verbs Developing the verb lexicon (-AR verbs) and modal verbs

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> Describing activities (travel) Describing what people do Describing what people do (technology) 	<ul style="list-style-type: none"> -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions 	<ul style="list-style-type: none"> Revisit 'z' Revisit 'que' and 'qui' Revisit ll/l Revisit hard 'ga/go/gu' Revisit soft 'ge/gi' Revisit 'j' 	<ul style="list-style-type: none"> Deepening vocabulary and grammar knowledge through work with a challenging text. Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)
TERM 3.2	<ul style="list-style-type: none"> Discussing what people do and don't do Describing people and possessions Describing when and where people go Describing future plans 	<ul style="list-style-type: none"> Revisit - AR, ER, -IR verbs, WH- questions, negation, modals possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va al vs a la - 'to' IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) 	<ul style="list-style-type: none"> Revisit the contrast 'n' and 'ñ' Revisit the contrast 'v' and 'b' Revisit the contrast 'r' and 'rr' Revisit Silent 'h' Revisit the full range of SSC taught this year 	<ul style="list-style-type: none"> Developing a verb lexicon (-ER and -IR verbs). Deepening vocabulary and grammar knowledge through work with a challenging text.

Assessment: 2nd half summer term. Separate phonics, vocabulary and grammar achievement tests. Total assessment time: 45 minutes.
Additional (optional) holistic, proficient assessments. Total assessment time: 45 minutes.

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Spanish Y8 scheme of work overview

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> Describing events in the past and present (travel) Comparing past experiences Talking about what people and places are like now vs in general. Comparing what you and someone else ('we') do (news and media, parties and celebrations) Describing what people do (at home) Asking what people can and must do 	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 1st and 2nd person singular Revisit SER for traits and ESTAR for state Revisit English and Spanish question formation Present-tense –er verbs in 1st person plural Present tense –ir verbs in 1st person plural HACER in 1st and 3rd person plural Subject pronouns Present simple for ongoing/unfinished actions 	<ul style="list-style-type: none"> Spanish syllables (consonant-vowel pairs) Strong vowels [a], [e], [o] Weak vowels [i], [u] Final syllable stress Penultimate syllable stress 	<p>In Year 8, we focus explicitly on some common word patterns between Spanish and English. The words are high-frequency and often cognates or semi-cognates with English.</p> <ul style="list-style-type: none"> Feminine nouns ending in –dad (e.g. realidad, sociedad)
TERM 1.2	<ul style="list-style-type: none"> Describing events in the past and present (at school) Describing events in the past and present (free time activities) Describing how people feel in the present (feelings and emotions) Describing future plans Talking about what people do (work) 	<ul style="list-style-type: none"> Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular Prenominal adjectives Revisit TENER QUERER and DAR in 1st and 3rd person plural IR in 3rd person plural Para + infinitive Revisit regular present tense verbs 	<ul style="list-style-type: none"> Revisit final syllable stress with –er/-ir verbs in the preterite (-í) Ante-penultimate syllable stress Revisit SSCs [L] and [LL] Revisit 'hard C' [CA], [CO], [CU] Revisit [CU] + vowel Revisit [CE], [CI] 	<ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Using 'de' to link nouns (e.g. partido de fútbol) Nouns used with IR and DAR in idiomatic ways (e.g. dar una vuelta, ir de paseo)

Assessment: 1st half spring term (Week 2.1.4). Separate phonics, vocabulary and grammar assessments. Total assessment time: 35 minutes.

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> Describing what people do (technology and social networks) Describing what different people did in the past (Free time activities) Talking about the environment Saying what you do for others Routines and daily life 	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 3rd person singular Past tense (preterite) –er and –ir verbs in 3rd person singular Personal 'a' Reflexive 'me' and 'te' Revisit possessive adjectives 'mi', 'tu' 	<ul style="list-style-type: none"> Revisit SSC [z] (alongside 'soft C' [ce], [ci]) Revisit SSC [que], [qui] Revisit 'hard G' [ga], [go], [gu] Revisit 'soft G' [ge], [gi] (alongside [j]) 	<ul style="list-style-type: none"> Revisit question words Revisit high-frequency regular –ar/-er/-ir verbs in new contexts. Developing the verb lexicon (-ar/-er/-ir verbs) Learn new meanings of the verbs 'sacar', 'conocer', 'querer'
TERM 2.2	<ul style="list-style-type: none"> Describing a series of events (Narration) Talking about giving and receiving (Birthdays) Describing how things make people feel Giving opinions about school 	<ul style="list-style-type: none"> OVS word order Direct object pronouns 'lo', 'la' Indirect object pronouns (me, te, le) Gustar-type verbs 	<ul style="list-style-type: none"> Contrast [n] and [ñ] Revisit [v] and [b] Revisit [r] and [rr], including the pronunciation of [r] in word-initial position Revisit silent [h] 	<ul style="list-style-type: none"> Deepen vocabulary and grammar knowledge through work with a challenging text. Develop knowledge of words from a range of word classes Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> • Visiting a Spanish speaking city • Describing family members • Describing how people feel • Comparing things • Describing what people do and did (sport) • Comparing where people go and went 	<ul style="list-style-type: none"> • Revisit SER (es, son), adjective agreement, para + infinitive • Possessive adjectives 'su' and 'nuestro' • Comparatives 'más' and 'menos' • Adjectives with comparative meaning • Demonstratives 'este' , 'esta', 'estos', 'estas' • HACER in past (preterite) in singular persons • IR in past (preterite) in singular persons 	<ul style="list-style-type: none"> • Spelling changes with –ar verbs in 1st person past (preterite) (-qué, -gué) • revisit strong vowels [a], [e], [o] • revisit weak vowels [i], [u] • revisit final syllable stress (including regular verbs in the preterite) • revisit [ce], [ci] and [z] 	<ul style="list-style-type: none"> • Extend knowledge of numbers (21-30) • Consolidate knowledge of adjectives by learning to use them in comparisons
TERM 3.2	<ul style="list-style-type: none"> • Asking questions about what people did • Learning about a famous Spanish speaking person • Describing school • Describing what is happening now • Describing Hispanic traditions • Talking about past and future trips 	<ul style="list-style-type: none"> • Revisit regular (-ar, -er, -ir verbs) in singular persons in past • Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present • present continuous with –ar verbs • present continuous with –ir/-er verbs • revisit future plans with IR [revisited] 	<ul style="list-style-type: none"> • revisit penultimate syllable stress • revisit ante-penultimate syllable stress • revisit use of accent on singular vs plural nouns with final-syllable stress • revisit spelling changes –qué and –gué in the preterite 	<ul style="list-style-type: none"> • Revisit a range of vocabulary from Year 7 • Deepen vocabulary and grammar knowledge through work with a challenging text.

Assessment: Week 3.2.3

Separate phonics, vocabulary and grammar achievement tests. [45 minutes]. Proficiency tests [L,R,W,S]. [45 minutes]

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Year 9	<p>Me, my family and friends</p> <p>Relationships with family and friends (talking about family, talking about friends) Marriage and Partnership (Talking about a partner and talking about future plans)</p> <p>See resources: Rompehielos - ¿Somos compatibles? Personality adjectives ¿Vivir con la madre o el padre? Adivinanza</p> <p><i>tener, ser and estar</i> present tense (see Ser o estar: Lesson)</p>	<p>Technology in everyday life</p> <p>Social media (saying how you keep in touch online and giving opinions about online messaging.) Mobile technology (talking about using a mobile and giving opinions about mobile technology)</p> <p>See resource: Shakira's fan club</p> <p>Revisiting comparatives <i>más que/menos que (tan como)</i></p> <p>interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i></p> <p>Using the perfect tense of regular verbs to recount how social media have</p>	<p>Free-time activities</p> <p>Talking about free time, what you like and don't like doing,</p> <ul style="list-style-type: none"> • Music • Cinema and TV • Sport <p>See resources: My hobbies placemat Mi tiempo libre en un gráfico Hobbies Syntex Entrevista a David Bisbal Entrevista con Álex Ferreira Film preferences Films Syntex</p> <p>Gustar/ encantar etc</p>	<p>Free-time activities</p> <p>Food and eating out Healthy and unhealthy living</p> <p>See resources: Spanish food and drink Restaurant Syntex Deportes alternativos Spanish vocab crunch: health Vocab starters: la salud Health bingo Tabú: la salud Es bueno para la salud Un sondeo sobre la salud El tabaco ¿Conoces a un drogadicto?</p> <p>disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i> <i>1,2,3,6 verbs</i></p> <p>Regular adverbs such as <i>por lo general/normalmente</i></p>	<p>De Costumbre</p> <p>Learning about Spanish family life and routines, Learning about local customs and festivals in Spanish-speaking countries/communities in Spain and Latin America</p> <p>See resources: Sorting foods Spanish food and drink La tomatina Fiestas tradicionales Cuestionario sobre el mundo hispanohablante ¿Qué sabéis de las Navidades en España? New Year's Eve in Spain Discussion toolkit</p>	<p>Ideally, we would use this term to revisit Theme 1, using Higher material. However, a decision will need to be made nearer the time based on individual classes and the need for catch-up: If the groups are not ready for this, then we will use this term to complete previous work/consolidate tenses.</p>

	<p>activities and Ser o estar: Task 3 slide)</p> <p>regular verbs in present tense</p> <p>adjective agreement rules</p> <p>reflexive verbs (present tense) <i>casarse/enfadarse/ll evarse bien con</i></p> <p>direct and indirect object pronouns</p> <p><i>Using the immediate future</i></p> <p>possessive adjectives</p> <p>comparatives <i>más que/menos que/ tan como</i></p> <p>adverbs of frequency</p>	<p>been used; or life before technology</p> <p>Había and era</p> <p>Using <i>por</i> and <i>para</i> <i>gracias a/sin/con</i></p> <p>statements of possibility including <i>permitir, es possible + infinitive (que + subjunctive)</i></p> <p><i>Use of estar and present continuous. asking questions</i></p>	<p>consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i></p> <p><i>hacer</i> and <i>jugar</i> – present and preterite</p> <p>future tense and irregulars</p>	<p>Expressions with <i>tener</i></p> <p>Revisit <i>mejor que/ peor que</i></p> <p>Using negative words</p> <p>Verbs of obligation (<i>hay que / tener que/ deber</i>)</p> <p>and introduce conditional forms – affirmative and negative</p> <p><i>es mejor/sería mejor/más vale/más valdría</i></p> <p>negative <i>nunca</i></p> <p>full explanation of imperfect tense to allow statements and opinions about previous health habits</p>	<p>preterite tense rules – regular and common irregular verbs (<i>ser, estar, tener, hacer, ir</i>)</p> <p>reflexive verbs in preterite; imperfect tense (<i>hay, había</i> and irregular verbs)</p> <p>describing a past event/festival; actions and opinions</p> <p>Recognising the imperfect tense, plus irregular verbs</p> <p>revising numbers</p> <p>Using the preterite and imperfect together.</p>	
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