



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 10 Autumn Term 1</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English some vocabulary from the Unit of <i>'Identity and Relationships with Others'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from the Unit of <i>'Identity and Relationships with Others'</i> in both written and oral tasks, though there are inaccuracies or delays.</p> <p><b>Grammar:</b> --Use adjectival agreement to describe themselves and others, though their accuracy may be inconsistent. -Use reflexive verbs accurately to describe their relations with others, though their accuracy may be inconsistent or they may struggle to go beyond the first person. -Use the comparative and superlative to compare friends and family members, though their accuracy may be inconsistent. -Use the conditional tense with accuracy to describe an ideal partner, though their accuracy may be inconsistent or they may struggle to go beyond the first person.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from the Unit of <i>'Identity and Relationships with Others'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into Spanish vocabulary from the Units of <i>'Identity and Relationships with Others'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p><b>Grammar:</b> -Use adjectival agreement correctly to describe themselves and others. -Use reflexive verbs accurately to describe their relations with others -Use the comparative and superlative with accuracy to compare friends and family members -Use the conditional tense with accuracy to describe an ideal partner -Use the simple future tense with accuracy to describe what life will be like in the future</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from the Unit of <i>'Identity and Relationships with Others'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into Spanish vocabulary from the Units of <i>'Identity and Relationships with Others'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p><b>Grammar:</b> -Use adjectival agreement correctly, including irregular adjectives to describe themselves and others. -Use reflexive verbs accurately and with a range of pronouns to describe their relations with others, -Use the comparative and superlative with accuracy to compare friends and family members -Use the conditional tense with accuracy and with a range of pronouns to describe an ideal partner -Use the simple future tense with accuracy to describe what life will be like in the future. This can include irregular verbs and a range of pronouns.</p>



-Use the simple future tense with accuracy to describe what life will be like in the future, though their accuracy may be inconsistent or they may struggle with irregular verbs.

**Skills:**

- Describe a photo in Spanish using the PALMO acronym, though they may rely on their notes to ensure accuracy.
- Read aloud a short text in Spanish, applying some accurate sound-spelling correspondences.

**Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:**

- Talk to me about yourself
- Describe your family
- What is a 'good friend' like?
- What would your ideal partner be like?
- What will your life be like in the future?

**Skills:**

- Describe a photo in Spanish using the PALMO acronym with accuracy and without depending on their notes.
- Read aloud a short text in Spanish, applying accurate sound-spelling correspondences.

**Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:**

- Talk to me about yourself
- Describe your family
- What is a 'good friend' like?
- What would your ideal partner be like?
- What will your life be like in the future?

**Skills:**

- Describe a photo in Spanish using the PALMO acronym with accuracy and without depending on their notes, including lots of development.
- Read aloud a short text in Spanish, applying accurate sound-spelling correspondences with near native level accuracy.

**Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:**

- Talk to me about yourself
- Describe your family
- What is a 'good friend' like?
- What would your ideal partner be like?
- What will your life be like in the future?





Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 10 Autumn Term 2</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into Spanish some vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use modal verbs to describe healthy and unhealthy habits, though their accuracy may be inconsistent.</li> <li>- Use the present tense of AR and ER verbs (e.g. 'tomar' and 'comer'), though their accuracy may be inconsistent or they may struggle to go beyond the first person.</li> <li>- Use negative structures, though they may struggle with word order.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into Spanish vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use modal verbs accurately to describe healthy and unhealthy habits.</li> <li>-Use the present tense of AR and ER verbs with accuracy (e.g. 'tomar' and 'comer')</li> <li>-Use negative structures with accuracy</li> <li>-Use the imperfect tense with accuracy to compare habits now and in the past.</li> <li>-Use the present participle with accuracy</li> <li>-Use the simple future tense with accuracy</li> </ul> <p><b>Skills:</b></p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Healthy Living and Lifestyle'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into Spanish vocabulary from the Units of <i>'Healthy Living and Lifestyle'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use a wide range of modal verbs accurately to describe healthy and unhealthy habits</li> <li>- Use the present tense of AR and ER verbs (e.g. 'tomar' and 'comer') with accuracy including a wide range of pronouns</li> <li>-Use a range of negative structures with accuracy</li> <li>- Use the imperfect tense with accuracy to compare habits now and in the past, including a range of pronouns</li> </ul>



- Use the imperfect tense to compare habits now and in the past, though their accuracy may be inconsistent or they may struggle to go beyond the first person.  
-Use the simple future tense to describe how they will improve their health in the future, though their accuracy may be inconsistent or they may struggle with irregular verbs.

**Skills:**

-Answer a 90 word question in Spanish using a combination of three, though there may be inaccuracies in their writing.  
-Complete Role Plays in Spanish about Healthy Living, though they may be hesitant in these exchanges.

**Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:**

-Are you in good shape?  
-Do you eat healthily?  
-What did you do to stay healthy when you were younger?  
-How are you?  
-What will you do to be healthier in the future?

-Answer a 90 word question in Spanish using a combination of three tenses with accuracy  
-Complete Role Plays in Spanish about Healthy Living with a good level of accuracy.

**Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:**

-Are you in good shape?  
-Do you eat healthily?  
-What did you do to stay healthy when you were younger?  
-How are you?  
-What will you do to be healthier in the future?

-Use the present participle with accuracy and a wide range of verbs  
-Use the simple future tense with accuracy including irregular verbs and a range of pronouns

**Skills:**

- Answer a 90 word question in Spanish using a combination of three tenses with accuracy and a wide range of complex structures  
-Complete Role Plays in Spanish about Healthy Living with accuracy, confidence and a good level of speed/fluency.

**Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:**

-Are you in good shape?  
-Do you eat healthily?  
-What did you do to stay healthy when you were younger?  
-How are you?  
-What will you do to be healthier in the future?





Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 10 Spring Term 1-2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of <i>'Education and Work'</i> in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into Spanish some vocabulary from the Unit of <i>'Education and Work'</i> in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use modal verbs to describe school rules, though their accuracy may be inconsistent.</li> <li>- Use adjectival agreement to describe school subjects, though their accuracy may be inconsistent</li> <li>-Use the comparative and superlative to compare school subjects, though word order may be an issue.</li> <li>- Use the imperfect tense to compare primary and secondary schools, though they</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Education and Work'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into Spanish vocabulary from the Unit of <i>'Education and Work'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use modal verbs accurately to describe school rules.</li> <li>-Use accurate adjectival agreement to describe school subjects</li> <li>- Use the comparative and superlative with accuracy to compare school subjects</li> <li>-Use the imperfect tense with accuracy to compare your primary and secondary schools</li> <li>-Use the conditional tense to describe their dream school and dream job</li> </ul> <p><b>Skills:</b></p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Education and Work'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into Spanish vocabulary from the Units of <i>'Education and Work'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use a wide range of modal verbs accurately to describe school rules.</li> <li>- Use adjectival agreement correctly in both singular and plural forms to describe school subjects</li> <li>- Use the comparative and superlative with accuracy to compare school subjects</li> <li>- Use the imperfect tense with accuracy to compare your primary and secondary schools, with a range of pronouns</li> </ul>



	<p>may find it challenging to apply the correct verb endings. -Use the conditional tense to describe their dream school and dream job, though they may struggle to apply correct verb endings or to use irregular verbs.</p> <p><b>Skills:</b> -Answer a 90 word question in Spanish using a combination of three tenses, though there may be inaccuracies in their writing. -Answer general conversation questions in Spanish about <i>Education and work</i>, though they may be hesitant in these exchanges.</p> <p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b> -Describe your school -What is your favourite subject? -What was your primary school like? -Describe a typical school day -What would your ideal school be like? -What are your plans after your GCSEs? -What is your ideal job? -Do you have any work experience? -How will you use languages in the future?</p>	<p>-Answer a 90 word question in Spanish using a combination of three tenses with accuracy - Answer general conversation questions in Spanish about <i>Education and work</i>. with a good level of accuracy.</p> <p><b>Respond to these <u>Key Questions</u> with well developed responses, demonstrating confidence and accuracy:</b> -Describe your school -What is your favourite subject? -What was your primary school like? -Describe a typical school day -What would your ideal school be like? -What are your plans after your GCSEs? -What is your ideal job? -Do you have any work experience? -How will you use languages in the future?</p>	<p>-Use the conditional tense to describe their dream school and dream job, with a range of pronouns</p> <p><b>Skills:</b> - Answer a 90 word question in Spanish using a combination of three tenses with accuracy and a wide range of complex structures - Answer general conversation questions in Spanish about <i>Education and work</i>, with accuracy, confidence and a good level of speed/fluency.</p> <p><b>Respond to these <u>Key Questions</u> with very well developed responses, demonstrating confidence, complexity and accuracy:</b> -Describe your school -What is your favourite subject? -What was your primary school like? -Describe a typical school day -What would your ideal school be like? -What are your plans after your GCSEs? -What is your ideal job? -Do you have any work experience? -How will you use languages in the future?</p>
--	---	---	--



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 10 Summer Term 1	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of <i>'Free-time activities'</i> in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into Spanish some vocabulary from the Unit of <i>'Free-time activities'</i> in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Use opinion verbs plus the infinitive to describe views on free-time activities, though their accuracy may be inconsistent.</li> <li>- Use the present tense of regular verbs and the irregulars 'ir' (to go) and 'hacer' (to do), though their accuracy may be inconsistent or they may struggle to go beyond the first person.</li> <li>- Use multiple tenses in 1<sup>st</sup> person, though they may struggle with accuracy.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Free-time activities'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into Spanish vocabulary from the Unit of <i>'Free-time activities'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Accurately use opinion verbs plus the infinitive to describe views on free-time activities.</li> <li>-Use the present tense of regular verbs and the irregulars 'ir' (to go) and 'hacer' (to do) with accuracy</li> <li>- Use multiple tenses in 1<sup>st</sup> person with accuracy</li> <li>- Use 'para' plus the infinitive (in order to) with accuracy</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Free-time activities'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into Spanish vocabulary from the Units of <i>'Free-time activities'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Accurately use a wide range of opinion verbs plus the infinitive to describe views on free-time activities.</li> <li>- Use the present tense of regular verbs and the irregulars 'ir' (to go) and 'hacer' (to do) with accuracy including a wide range of pronouns</li> <li>- Use multiple tenses in 1<sup>st</sup> person with accuracy</li> <li>- Use 'para' plus the infinitive (in order to) with accuracy</li> </ul>



- Use 'para' plus the infinitive (in order to) though their accuracy may be inconsistent.

**Skills:**

- Answer a 90 word question in Spanish using a combination of three tenses, though there may be inaccuracies in their writing.
- Complete Role Plays in Spanish about Free-time activities, though they may be hesitant in these exchanges.

**Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:**

- What do you like doing in your free-time?
- What sports do you prefer?
- Do you like watching TV?
- Do you prefer reading or listening to music?
- How do you use the Internet?

**Skills:**

- Answer a 90 word question in Spanish using a combination of three tenses with accuracy
- Complete Role Plays in Spanish about Free-time activities with a good level of accuracy.

**Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:**

- What do you like doing in your free-time?
- What sports do you prefer?
- Do you like watching TV?
- Do you prefer reading or listening to music?
- How do you use the Internet?

**Skills:**

- Answer a 90 word question in Spanish using a combination of three tenses with accuracy and a wide range of complex structures
- Complete Role Plays in Spanish about Free-time activities with accuracy, confidence and a good level of speed/fluency.

**Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:**

- What do you like doing in your free-time?
- What sports do you prefer?
- Do you like watching TV?
- Do you prefer reading or listening to music?
- How do you use the Internet?





Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 10 Summer Term 2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <p><b>Vocabulary:</b>            -Recognise and translate into English some vocabulary from the Unit of '<i>Customs, festivals and celebrations</i>' in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from the Unit of '<i>Customs, festivals and celebrations</i>' in both written and oral tasks, though there are inaccuracies or delays.</p> <p><b>Grammar:</b>            - Use complex opinion phrases to give opinions on festivals, though their accuracy may be inconsistent.            - Use the preterite tense of regular and irregular verbs e.g. 'hacer' (to do), though their accuracy may be inconsistent or they may struggle to go beyond the first person.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b>            -Recognise and translate into English vocabulary from the Unit of '<i>Customs, festivals and celebrations</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into Spanish vocabulary from the Unit of '<i>Customs, festivals and celebrations</i>' in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p><b>Grammar:</b>            -Accurately use complex opinion phrases to give opinions on festivals.            - Use the preterite tense of regular and irregular verbs e.g. 'hacer' (to do) with accuracy            - Use the conditional tense of regular verbs with accuracy</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <p><b>Vocabulary:</b>            -Recognise and translate into English vocabulary from the Unit of '<i>Customs, festivals and celebrations</i>' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into Spanish vocabulary from the Units of '<i>Customs, festivals and celebrations</i>' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p><b>Grammar:</b>            - Accurately use a wide range of complex opinion phrases to give opinions on festivals.            - Use the preterite tense of regular and irregular verbs e.g. 'hacer' (to do) with accuracy including a wide range of pronouns            - Use the conditional tense of regular verbs with accuracy</p>



- Use the conditional tense of regular verbs, though their accuracy may be inconsistent or they may struggle to go beyond the first person.

**Skills:**

- Complete Role Plays in Spanish about *Customs, festivals and celebrations*, in addition to other topics, though they may be hesitant in these exchanges.
- Read aloud a short text in Spanish, applying some accurate sound-spelling correspondences.
- Describe two photos in Spanish using the PALMO acronym, though they may rely on their notes to ensure accuracy.

**Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:**

- What is your favourite festival/celebration and why?
- How did you celebrate your last birthday?
- Tell me about a festival in a Spanish-speaking country
- Which Hispanic festival would you like to see and why?

**Skills:**

- Complete Role Plays in Spanish about *Customs, festivals and celebrations*, in addition to other topics, with a good level of accuracy.
- Read aloud a short text in Spanish, applying accurate sound-spelling correspondences.
- Describe two photos in Spanish using the PALMO acronym with accuracy and without depending on their notes.

**Respond to these Key Questions with well developed responses, demonstrating confidence and accuracy:**

- What is your favourite festival/celebration and why?
- How did you celebrate your last birthday?
- Tell me about a festival in a Spanish-speaking country
- Which Hispanic festival would you like to see and why?

**Skills:**

- Complete Role Plays in Spanish about *Customs, festivals and celebrations*, in addition to other topics, with accuracy, confidence and a good level of speed/fluency.
- Read aloud a short text in Spanish, applying accurate sound-spelling correspondences with near native level accuracy.
- Describe two photos in Spanish using the PALMO acronym with accuracy and without depending on their notes, including lots of development.

**Respond to these Key Questions with very well developed responses, demonstrating confidence, complexity and accuracy:**

- What is your favourite festival/celebration and why?
- How did you celebrate your last birthday?
- Tell me about a festival in a Spanish-speaking country
- Which Hispanic festival would you like to see and why?