



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 11 Autumn Term</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 11 can:</p> <p>Vocabulary: -Recognise and translate into English some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</i>’ in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</i>’ in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: -Use the conditional tense to describe what life would be like as a famous person, though their accuracy may be inconsistent. -Use <i>soler</i> +infinitive to describe the lives of influencers and famous people, though their accuracy may be inconsistent or they may struggle to go beyond the first person. -Use modal verbs such as ‘<i>poder</i>’ to describe the advantages and disadvantages of being famous, though their responses may be limited to the first person. -Use the irregular verbs ‘<i>ir</i>’ and ‘<i>hacer</i>’ to describe typical holidays, though the 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 at expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</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>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</i>’ in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: - Use the conditional tense with good accuracy to describe what life would be like as a famous person. - Use <i>soler</i> +infinitive to describe the lives of influencers and famous people, with a good level of accuracy. -Use modal verbs such as ‘<i>poder</i>’ to describe the advantages and disadvantages of being famous, with accuracy and some variety of pronouns. - Use the irregular verbs ‘<i>ir</i>’ and ‘<i>hacer</i>’ with a good level of accuracy to describe typical holidays</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of ‘<i>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</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>Celebrity Culture</i>’ and ‘<i>Travel and Tourism</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>Grammar: -Use the conditional tense to describe what life would be like as a famous person, including a range of pronouns and irregular verbs with consistent accuracy. - Use <i>soler</i> +infinitive to describe the lives of influencers and famous people, with a range of pronouns and with consistent accuracy. -Use modal verbs such as ‘<i>poder</i>’ to describe the advantages and disadvantages of being famous, with consistent accuracy and a wide range of pronouns - Use the irregular verbs ‘<i>ir</i>’ and ‘<i>hacer</i>’ to describe typical holidays, with a wide range of pronouns and consistent accuracy - Use the preterite and imperfect tenses to describe past holidays, with a wide range of pronouns and a consistent level of accuracy, including when using irregular verbs</p>



-Use the preterite and imperfect tenses to describe past holidays, though this may be limited to the first person only, or they may struggle to distinguish between the two
-Use the near future tense to describe future holidays, though they may be limited to the first and third person of the verb.

Skills:

-Answer the 150 word writing question in Spanish, though their response may be limited in accuracy or narrow in complexity.

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

- Who is your favourite celebrity?
- Do you want to be famous?
- Are you for or against celebrity culture?
- Describe your typical holidays
- Tell me about your previous holidays
- What would your ideal holidays be like?
- What are your plans for the holidays next year?

- Use the preterite and imperfect tenses to describe past holidays, with an increasing range of pronouns and a good level of accuracy
- Use the conditional tense to describe ideal holidays, with an increasing range of pronouns and the addition of 'si' clauses.
- Use the simple tense to describe future holidays, with an increasing range of pronouns and 'si' clauses

Skills:

-Answer the 150 word writing question in Spanish, with a good level of accuracy and a small range of complex phrases.

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

- Who is your favourite celebrity?
- Do you want to be famous?
- Are you for or against celebrity culture?
- Describe your typical holidays
- Tell me about your previous holidays
- What would your ideal holidays be like?
- What are your plans for the holidays next year?

- Use the conditional tense to describe ideal holidays, with a wide of pronouns, irregular verbs and the addition of 'si' clauses.
- Use the simple tense to describe future holidays, with a wide range of pronouns, irregular verbs and 'si' clauses.

Skills:

-Answer the 150 word writing question in Spanish, with a consistent level of accuracy including with major and minor errors, and a wide range of complex language and structures.

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

- Who is your favourite celebrity?
- Do you want to be famous?
- Are you for or against celebrity culture?
- Describe your typical holidays
- Tell me about your previous holidays
- What would your ideal holidays be like?
- What are your plans for the holidays next year?



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 11 Spring Term</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 11 can:</p> <p>Vocabulary: -Recognise and translate into English some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</i> in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: -Use the present tense with limited pronouns to talk about how you use technology - Recognise object pronouns to talk about advantages and disadvantages of technology. -Use modal verbs in simple structures to talk about how to stay safe online -Use key verbs in the present perfect tense to talk about life before the internet -Use key verbs in the simple future tense to talk about technology in the future</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</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>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: -Use the present tense to talk about how you use technology - Use object pronouns to talk about advantages and disadvantages of technology. -Use modal verbs to talk about how to stay safe online -Use the present perfect tense to talk about life before the internet -Use the simple future tense to talk about technology in the future - Use key subjunctive structures to talk about the future.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 11 can:</p> <p>Vocabulary: - Recognise and translate into English some vocabulary from the Units of <i>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</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>‘Media and Technology’</i> and <i>‘Environment and Where People Live’</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>Grammar: -Use the present tense with a wide range of pronouns to talk about how you use technology - Using object pronouns confidently to talk about advantages and disadvantages of technology. -Use modal verbs accurately to talk about how to stay safe online -Use the present perfect tense with a range of pronouns to talk about life before the internet -Use the simple future tense across a range of verbs to talk about technology in the future - Use a range of subjunctive structures to talk about the future.</p>



- Recognise some subjunctive structures to talk about the future.
- Use negatives to describe your town
- Use the present and imperfect tenses with key verbs to compare your town now and in the past
- Recognise and apply a limited number of prepositions of place to talk about places in town
- Use key verbs in the conditional tense to describe your ideal town
- Use key verbs in the present and simple future to talk about environmental issues
- Recognise 'acabar de' + infinitive to discuss past actions
- Recognise the imperative when talking about environmental solutions

Skills:

- Prepare a role play and photo card for the speaking exam as part of the preparation time, though their notes may lack accuracy.
- Complete a mock speaking examination involving the following tasks: role play, read aloud and follow up questions, photo card and discussion. The performance may lack accuracy or development.

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

- How do you use social media?

- Use negatives to describe your town
- Use the present and imperfect to compare your town now and in the past
- Use prepositions of place to talk about places in town
- Use the conditional tense to describe your ideal town
- Use the present and simple future to talk about environmental issues
- Use 'acabar de' + infinitive to discuss past actions
- Use the imperative when talking about environmental solutions

Skills:

- Prepare a role play and photo card for the speaking exam as part of the preparation time, with accuracy and to time.
- Complete a mock speaking examination involving the following tasks: role play, read aloud and follow up questions, photo card and discussion. The performance will be accurate and will include a good level of development and complexity.

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

- How do you use social media?
- What are the advantages and disadvantages of technology?
- How can you stay safe online?
- How has technology changed?

- Use a range of negatives to describe your town
- Use the present and imperfect tenses accurately with a range of verbs to compare your town now and in the past
- Use a range of prepositions of place to talk about places in town
- Use conditional tense with a wide range of pronouns to describe your ideal town
- Use the present and simple future tenses confidently to talk about environmental issues
- Use 'acabar de' + infinitive to discuss past actions
- Use the imperative to talk about environmental solutions

Skills:

- Prepare a role play and photo card for the speaking exam as part of the preparation time, with overwhelming accuracy and to time.
- Complete a mock speaking examination involving the following tasks: role play, read aloud and follow up questions, photo card and discussion. The performance will be accurate, highly developed and complex. Students at this level will also demonstrate an ability to develop responses to spontaneous or follow up questions with ease and confidence.

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

- How do you use social media?
- What are the advantages and disadvantages of technology?



	<ul style="list-style-type: none">- What are the advantages and disadvantages of technology?- How can you stay safe online?- How has technology changed?- What role will technology have in the future?- Describe where you live- Where is...? (giving directions)- Where would you live in the future?- What environmental problems are there in your region and in the world?- How can we help the planet?	<ul style="list-style-type: none">- What role will technology have in the future?- Describe where you live- Where is...? (giving directions)- Where would you live in the future?- What environmental problems are there in your region and in the world?- How can we help the planet?	<ul style="list-style-type: none">- How can you stay safe online?- How has technology changed?- What role will technology have in the future?- Describe where you live- Where is...? (giving directions)- Where would you live in the future?- What environmental problems are there in your region and in the world?- How can we help the planet?
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