Overview of MFL Curriculum Plan
Ladybridge High School - 2025 - 26

KS3 Spanish at Ladybridge

The KS3 Spanish curriculum at Ladybridge is designed to be ambitious, knowledge-rich and carefully sequenced; and is structured around the three pillars of language learning—phonics, vocabulary and grammar— which are introduced explicitly, revisited regularly, and embedded in all classroom practice:

Phonics
The phonics instruction is woven throughout the curriculum. Core sound–spelling correspondences (eg vowel sounds and specific letter sounds) are introduced early in Year 7 and rigorously reinforced in Years 8 and 9. This systematic focus on phonics supports accurate pronunciation, facilitates reading fluency, and enhances overall oral communication.

Vocabulary
Across the units of work, learners are introduced to high-frequency vocabulary related to identity, belongings, activities and plans. This is in line with best practice for second language acquisition, and includes a balance of functional, thematic and academic language, allowing learners to build a repertoire of words that support meaningful communication from the earliest stages to support both spoken and written language tasks.

Grammar
Fundamental concepts such as noun gender, articles, and basic verb conjugations are established in Year 7 and are progressively built upon in Years 8 and 9. As learners advance, they engage with increasingly complex structures—ranging from modal verbs and comparative forms to near future and past tenses—ensuring a solid grammatical foundation for effective communication.

Progression
The curriculum uses a spiral approach, ensuring that concepts such as verb conjugation, sentence structure, and use of interrogatives are repeatedly revisited and recycled in more challenging contexts. By the end of KS3, learners should have secure phonological awareness, a broad and useful vocabulary base, and a confident grasp of grammatical structures. They should be able to understand and produce extended language and be able to apply their knowledge in creative and spontaneous ways—preparing them well for continued success at Key Stage 4 and beyond.

Culture
Lessons begin with a *Do Now* task, often a short reading activity using authentic materials such as adverts, signs and real-life texts. These tasks reinforce prior knowledge through retrieval practice, while also exposing learners to real-world language and developing reading fluency. Interleaving is used throughout the curriculum to help learners make links between areas of vocabulary and grammatical structures, deepening understanding and retention.

The *Cultura hispánica* element of each unit of work supports the development of intercultural understanding, introducing learners to traditions, geography and real-world contexts not only from Spain, but from a range of Spanish-speaking countries, such as Colombia, Mexico and Argentina. This fosters curiosity, global awareness, and an appreciation for the diversity of the Spanish-speaking world.

GCSE Spanish at Ladybridge

At KS4 we follow the AQA GCSE Spanish 8692 Specification. The GCSE curriculum provides learners with a coherent and carefully sequenced pathway from the foundations built in KS3 to the demands of the AQA examination. It is designed to help learners become confident, accurate, and independent users of the language, with the cultural awareness necessary to communicate meaningfully in real-world contexts.

At GCSE, learners consolidate and extend the phonics, grammar, and vocabulary knowledge introduced in KS3. Systematic phonics instruction ensures accurate pronunciation and listening discrimination, whilst structured grammar teaching allows learners to manipulate language across a range of tenses, moods, and sentence structures. Vocabulary learning focuses on high-frequency words and phrases whilst also integrating topic-specific language for GCSE contexts.

Skills in listening, speaking, reading, and writing are developed in balance, with equal emphasis on receptive and productive use of language. Each skill is practised both discretely and in combination, ensuring learners can interpret, respond to, and create language spontaneously. Regular retrieval practice and interleaving of grammar and vocabulary strengthen long-term retention and promote flexibility in communication.

Cultural knowledge is embedded throughout the course, enabling learners to engage with authentic materials and better understand the people, places and traditions of the Spanish-speaking world. This not only enriches their language learning but also deepens their appreciation of global diversity. By the end of the course, learners will have the linguistic competence, exam strategies, and cultural understanding to succeed in the AQA GCSE Spanish 8692 examination and to communicate effectively in Spanish beyond the classroom.

The Trivium Approach in MFL

The MFL curriculum at Ladybridge is designed around the Trivium model – *Knowledge, Exploration, Communication* – to help learners develop as confident, culturally aware and independent linguists. This approach is used from Year 7 through to Year 11, with adaptations to meet the developmental stage and exam requirements of each Key Stage.

KS3 Spanish

At KS3, the focus is on building a strong linguistic foundation and fostering curiosity about the Spanish-speaking world.

Knowledge: Learners are introduced to high-frequency vocabulary, core grammar, and phonics. Lessons are carefully sequenced and supported by departmental resources and Language Guides, ensuring structured progression and secure recall. Cultural elements are integrated to provide context and inspire interest.

Exploration: Learners apply their knowledge through short, purposeful activities that encourage curiosity, flexible thinking, Talk Tactics, real-world connections, problem-solving and reflection. These activities are designed to develop all four language skills – listening, speaking, reading and writing, whilst deepening cultural understanding.

Communication: Learners produce simple but meaningful spoken and written language through structured tasks such as role-plays and short writing activities. They engage in exam-style tasks and real-world communication, refining their accuracy, fluency and adaptability.

GCSE Spanish

At KS4, the emphasis shifts to mastery, complexity and exam-readiness, whilst maintaining the curiosity and independence fostered in KS3.

Knowledge: Learners consolidate and extend their command of vocabulary and grammar from the AQA GCSE 8692 Specification, ensuring they can use language accurately and flexibly. Bespoke resources and Language Guides are used to support retrieval, interleaving and cultural depth.

Exploration: Learners engage in exam-focused application tasks, practising spontaneous speaking, manipulating complex structures and analysing authentic cultural materials. These activities continue to use Talk Tactics, critical thinking, real-world connections, problem-solving and reflection, but now with a focus on exam performance and cross-topic connections.

Communication: Learners demonstrate their learning through extended speaking and writing tasks in full exam formats – role-plays, photo cards, reading aloud tasks, conversation, 90 and 150-word written tasks, and translations. Collaborative activities build fluency, accuracy and cultural insight. The aim is to equip learners with the skills and confidence to succeed in their GCSE examinations and communicate effectively beyond the classroom.

By embedding the Trivium across KS3 and KS4, we ensure a coherent progression from foundational knowledge to confident, independent communication. Learners finish their time at Ladybridge equipped not only with the skills required for examination success, but also with the cultural awareness, curiosity, and adaptability to use Spanish in real-world contexts.

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