WJEC GCSE Spanish

Approved by Qualifications Wales

Guidance for Teaching: Unit 4

Teaching from 2025
For award from 2027

Made for Wales.
Ready for the world.

Contents

Introduction

The WJEC GCSE Spanish has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2027, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE Spanish and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review

Qualification Structure

WJEC GCSE Spanish consists of 4 units. The qualification is linear and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	Oracy	Non-examination assessment	30%
Unit 2	Reading and Writing	Non-examination assessment	15%
Unit 3	Listening	Written examination	20%
Unit 4	Reading and Writing	Written examination	35%

Assessment

Summary of Assessment

Unit 4: Reading and Writing
Written examination: 1 hour 30 minutes
35% of qualification

70 marks

- reading comprehension tasks
- translation from Spanish into Cymraeg/English
- writing tasks in response to simple and familiar stimuli

Learners are not permitted to use a dictionary in any part of the assessment.

Overview of Unit 4

Reading and Writing
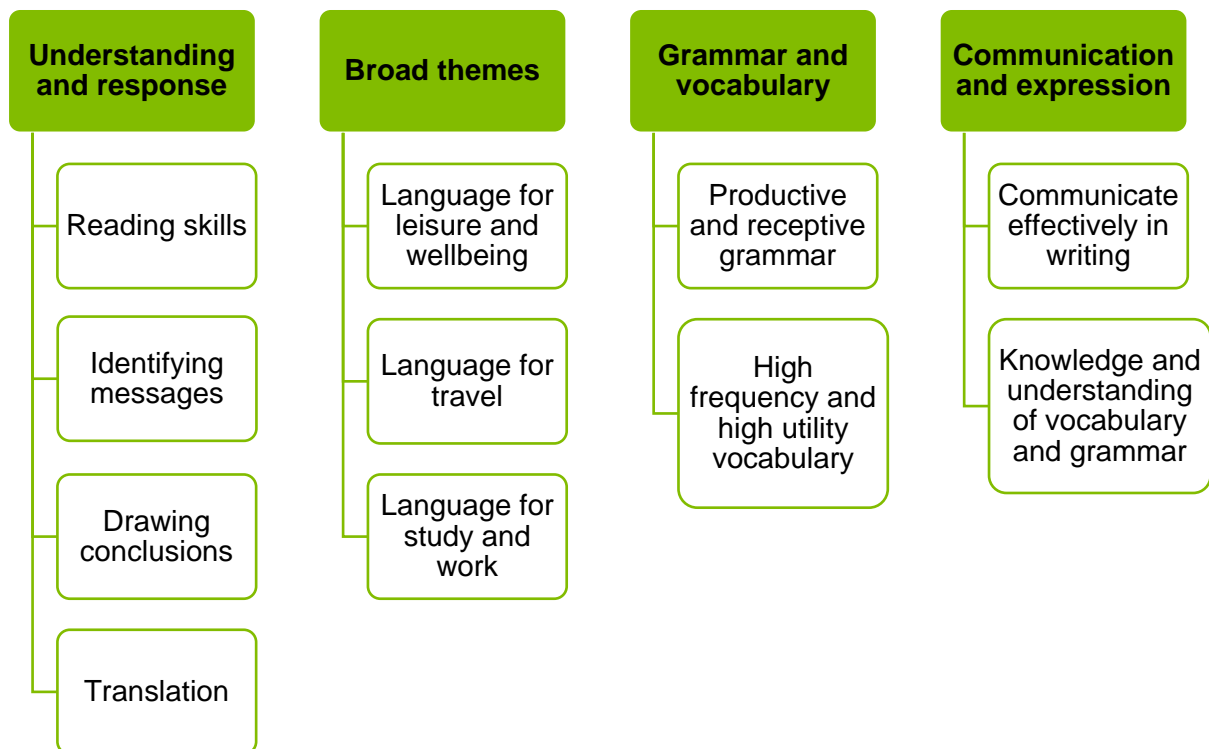Written examination: 1 hour 30 minutes
Set and marked by WJEC
35% of the qualification
70 marks

The purpose of this unit is to:
- allow learners to show understanding and respond to written Spanish
- identify messages and draw conclusions
- communicate effectively in writing
- demonstrate their knowledge and understanding of the vocabulary, grammar and structures of Spanish
- express themselves in a range of contexts for different audiences and purposes
- translate from Spanish into Cymraeg/English.

The unit will be based on the following:

Understanding and response	Broad themes	Grammar and vocabulary	Communication and expression
Reading skills	Language for leisure and wellbeing	Productive and receptive grammar	Communicate effectively in writing
Identifying messages	Language for travel	High frequency and high utility vocabulary	Knowledge and understanding of vocabulary and grammar
Drawing conclusions	Language for study and work		
Translation			

Assessment details

Written examination: 1 hour 30 mins
Set and marked by WJEC
35% of qualification
70 marks

This unit requires learners to respond to a range of questions with fixed responses and responses in Cymraeg/English, to translate short extracts from the assessed language into Cymraeg/English and to respond in the assessed language to a choice of written tasks.

The unit is divided into 2 sections – Section A and Section B. Each section will cover all broad themes.

In Section A, a reading task will provide the stimulus for the translation task. Translation in this context means a sufficient and appropriate rendering of the meaning of the original language.

Texts will only use the grammar and vocabulary specified in this specification. Words outside of the specification grammar and vocabulary lists will be glossed. For written production, the expected language will be from the specified content (vocabulary and grammar), with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

The Rubrics will be in Cymraeg/English.
Stimuli will be in the assessed language.
All responses will be non-verbal and in Cymraeg/English, apart from the response in Section B to the extended writing task.

Learners are not permitted to use a dictionary in any part of the assessment.

Section A: four comprehension questions and translation (AO2 – 30 marks)

Learners will read a range of texts linked to each of the broad themes:
- texts based on practical transactional language such as information notices and signs
- factual texts such as an e-mail, poster, web page, letter, newspaper article, flyer, graph or advert
- prose such as continuous literary texts, extracts from short stories and magazine articles.

Learners will demonstrate understanding of the texts by responding to a range of questions in Cymraeg/English. Question types will include: multiple choice questions, true/false with justification, matching words/phrases with definitions/images, matching statements with their source, short answers in Cymraeg/English, gap-fill, finish the sentences and comprehension questions to demonstrate understanding.

Section B:
Question 6 (35 marks) (AO2 – 20 marks) (AO3 – 15 marks)

Learners will write an extended piece of writing in response to written prompts. There will be a choice of three options in Cymraeg/English, one from each broad theme. Learners will respond to the question prompts writing up to a maximum of 120 words in the assessed language.

Unit 4 Assessment objectives and weightings

AO1	Understand and respond to spoken language through communication and expression in speaking and writing.	-
AO2	Understand and respond to written language through communication and expression in speaking and writing.	27.5%
AO3	Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.	7.5%

Unit 4 Teacher Guidance

Reading and Writing		
	Content Amplification	**Teacher Guidance**
Reading and Writing	Learners should be able to: • understand and respond to different types of written language in a range of contexts • understand and respond to different types of language written for different purposes and audience • identify the overall message, key points and opinions in spoken and written passages, some involving more complex language, and draw conclusions where appropriate • use knowledge of grammar to support understanding, including recognising the relationship between past, present and future events • translate short and simple texts from Spanish to Cymraeg/English • communicate clearly and effectively in writing for a variety of purposes, including communicating information, describing, narrating, expressing and justifying opinions • communicate meaning in writing in a range of formal and informal contexts • use knowledge of vocabulary and grammar to communicate meaningfully, using more complex structures which	Choose texts that are both fiction and non-fiction. Teachers will need to adapt the texts they find to ensure that the words are on the grammar or vocabulary lists. Use websites such as: • https://elpais.com/ • https://www.bbc.com/mundo • https://www.elviajedetuvida.es/ Use travel websites for local areas/countries. You can also use creation tools such as Canva to create images which include text. Provide reading activities that develop both close reading and skimming and scanning. Match-up activities: Learners can match-up key words in Cymraeg/English with words in the text. This will develop their skimming and scanning skills. They can then fill in gaps such as: • The customer wants to drink _____. • There are _____ people living in Madrid. Teachers could ask learners to find the synonym/antonym such as a synonym for *Quisiera*. Treasure hunt: give learners sentences in Cymraeg/ English and have the Spanish translation around the room. Ask learners to go around the room and find the correct translation. Add extra challenge by asking them to remember the sentence rather than bring the Cymraeg/English around the room too.

	reference past, present and future events where appropriate.	Develop narrow reading skills by providing learners with three or four texts that are very similar, apart from a few details. For example, include three paragraphs about young people at school. Teachers can then ask questions such as:

Develop narrow reading skills by providing learners with three or four texts that are very similar, apart from a few details. For example, include three paragraphs about young people at school. Teachers can then ask questions such as:

- Who likes Maths and English?
- Who has lunch at 1.15pm?

Choose texts that include a range of tenses. Teachers should gradually build up the complexity of the language throughout the text. For example, start with several sentences in the present tense and then include sentences in the future tense including some more complex vocabulary such as *Iré a Venezuela para mejorar el español ya que quiero estudiar los idiomas en la universidad.*

Provide learners with sentences in Spanish and their Cymraeg/ English equivalent. However, include mistranslations in Cymraeg/ English. Ask learners to fix the translations so that they are correct.

Provide learners with gap-fill activities, however include more possible answers than gaps. These tasks can be used to focus on a particular grammatical element such as the agreement of adjectives.

Provide learners with three or four slightly different texts and ask them to spot the difference:

Text 1	Text 2	Text 3	Text 4
¡Hola! Me llamo Pablo y tengo catorce años. Me encanta hacer deporte. Juego al voleibol los lunes con mi amigo. También hago equitación los	¡Hola! Me llamo María y tengo trece años. Me gusta hacer deporte. Juego al tenis los lunes con mi amiga. También hago natación los fines	¡Hola! Me llamo Pablo y tengo quince años. Me gusta mucho hacer deporte. Juego al voleibol los viernes con mis padres. También juego al	¡Hola! Me llamo Pablo y tengo dieciséis años. No me gusta hacer deporte sin embargo me gusta jugar videojuegos. A mis padres les encanta hacer

fines de semana. Mi madre hace ciclismo los viernes y mi padre juega al cricket.	de semana. Mi madre hace vela los viernes y mi padre juega al cricket.	tenis los miércoles. Mi madre hace ciclismo los viernes y mi padre juega al baloncesto.	deporte. Mi padre hace vela y mi madre juega al golf. También mi hermano hace equitación.

Use the texts as model examples for learners' own writing. Learners should use the texts to develop a bank of vocabulary.

Create tasks that challenge learners to improve the quality of their writing:

Develop writing tasks of 120 words. These tasks should focus on one of the three broad themes. Include one bullet point in each of the tenses: past, present and future.

Encourage learners to give opinions and justify them.

Teachers may wish to use acronyms such as SDORFP to encourage learners to extend their language:
- S= statement
- D= development
- O= opinion
- R= reason
- F= future
- P= past

SDORFP: ¿Cuáles deportes practicas?

Juego al tenis al polideportivo. Me chifla jugar al tenis puesto me relaja. El año que viene jugaré al tenis de mesa ya que opino que es interesante. Sin embargo cuando yo era pequeño no jugaba al tenis ni al tenis de mesa porque era muy perezoso.

Use challenge grids to encourage learners to develop their written language:

Sentence Builder – try and build the best sentence possible with the highest point score. It has to make sense and be accurate!				
Sin embargo	porque	las películas de amor	A mi modo de ver	Red 1 point
los dibujos animados	son aburridas	me aburren	las películas de suspense	Blue 2 points
				Orange 3 points
las películas de acción	Me gustaría ver	puesto que	me dan miedo	Green 5 points
Pienso que	me interesan	son divertidas	ya que	Pink 10 points

Teachers may wish to start by using writing frames to support learners as they develop their writing. Additionally, keyword mats or aids can encourage learners to develop the complexity of their language. As the course progresses, they should have opportunities to write without the support of these aids.

Provide learners with a simple sentence such as *estudio inglés* and ask them to improve it.

	Learners will be required to read a range of texts linked to each of the broad themes including: • texts based on practical transactional language such as information notices and signs • factual texts such as an e-mail, poster, web page, letter, newspaper article, flyer, graph, advert • prose such as continuous literary texts, extracts from short stories, magazine articles.	Provide learners with opportunities to read different texts such as travel blogs, magazine articles, news articles, fact files, posters, emails and infographics (ensure the words are on the WJEC vocabulary or grammar lists or include a glossary): • Use paragraphs or pages from books that have been translated into Spanish such as Heartstopper, Harry Potter etc. • Use the websites mentioned throughout this teachers' guide to find authentic texts. • Find images of menus, tourist flyers or create them using tools such as Canva. • Use Twitter to follow governments from different countries. Encourage learners to also do this to develop their reading and translation skills.
	Learners will be required to: • demonstrate understanding of the texts by responding to a range of questions in Cymraeg/English • translate sentences into Cymraeg/English within a context • write in Spanish in response to a stimulus.	Highlight key sentences or phrases in the text and ask pupils to translate them from Spanish to Cymraeg/ English. These should become increasingly more challenging. Translation activities: provide learners with several sentences to translate into Cymraeg/English and then into Spanish: 1. Detesto la música de Andalucía porque es lenta. 2. Prefiero la música de Galicia porque me gustan los instrumentos. 3. Me gusta mucho la música de Galicia porque me gusta mucho el ritmo. 4. I hate the music from the Basque country because it is boring. 5. I love the music from Valencia because it is fast. Then challenge learners to create their own sentences. Include 'tangled translations' (Gianfranco Conti, PhD. Co-author of 'The Language Teacher toolkit'). This involves having a text in the middle that is a mix of Spanish and Cymraeg/English. On one side learners have to fully translate the text into Spanish and on the other side they must fully translate the text into Cymraeg/English.

Use "retrieval practice" activities for translation practice:

Retrieval Practice Challenge Grid

Traduce: Francia, Portugal y Andorra tienen una frontera con España.	Traduce: No me gusta la música de Galicia.	Traduce: La carne
Traduce: La cebolla	Traduce: Las tres costas se llaman la costa Cantábrica, la costa Mediterránea y la costa Atlántica	Traduce: Prefiero la música de Andalucía.
Traduce: la comunidad autónoma.	Traduce: Las patatas	Traduce: Las montañas se llaman la Sierra Nevada
Traduce: La isla galesa se llama Anglesey.	Traduce: Prefiero la música del País Vasco.	Traduce: la bandera.

One Point – Last lesson	Two Points – Last week	Three Points– Two weeks ago	Four Points – Further back

Create a reading activity based on one of the three themes and use it as a springboard for a writing activity. For example, read a text about young people at school in Spain. Learners can then use this to write a response to a Spanish pen pal explaining what school is like in the UK, what their primary school was like and what they plan to do next year.

Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
learn about the culture and society in the countries and communities where the international language is spoken	Learners will read different types of texts from across the Spanish-speaking world. These texts will cover the three themes and will allow learners to compare life in Wales with life in different countries. Centres may wish to ensure that they choose texts from different Spanish-speaking countries to ensure learners engage with a broad range of cultures and communities,
explore the cross-cutting themes of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture and contributions	Texts will include people from a diverse range of backgrounds including Black, Asian and ethnic minority backgrounds. When looking at Spanish words from across the Spanish-speaking community, centres can highlight words that have been taken from indigenous communities. For example, the word 'chocolate' comes from the word 'xocolātl'. This also leads to interesting discussions around colonisation and the importance of chocolate in different cultures.
have direct or indirect contact with speakers of the language	Centres and learners will be able to use initiatives such as MFL Mentoring – Modern Foreign Languages and Llwybrau at Ieithoedd Cymru Routes into Languages Cymru. Both schemes support international languages and multilingualism in the new curriculum for Wales. Centres can request visits from Mentors and Student Language Ambassadors and sessions can be in person or online. Centres can also apply for funding via Taith - Hwb (gov.wales) to take part in educational international exchanges. Learners will have contact with speakers of the language through reading authentic texts. Learners may also benefit from hearing text read aloud as this will help them to identify cognates. Learners may engage with Spanish-speakers through pen pal programmes.

engage with the language from a variety of sources and in a variety of genres and media	Learners will have the opportunity to engage with the language from a variety of sources and in a variety of genres and media throughout the specification.
	Texts will come from a wide variety of sources: fiction and non-fiction.
	Learners will also write for different purposes such as a blog or a letter.
demonstrate language strategies and language learning skills, including the use of dictionaries	Learners will have the opportunity to demonstrate language strategies and language learning skills, including the use of dictionaries throughout the specification.
	Learners will need to use a range of reading strategies to identify key information in the texts that they read. They will also need to use previous knowledge, cognates, dictionaries and context to understand what they read.
	Learners will identify patterns in what they read to develop their grammatical understanding.
	Learners will use context, previous knowledge and cognates to translate into Cymraeg/English. They will also use a common-sense approach as to what makes sense in Cymraeg/English.
	Learners will use what they read to develop their knowledge of vocabulary and grammar. They will then use this to improve the quality of their own written work.
translanguaging	Learners will have the opportunity to use their translanguaging skills throughout the specification.
	Learners will be expected to translate from Spanish into Cymraeg/English.
	Learners will read in Spanish but will be asked to respond in Cymraeg/English.
make use of digital technology	Learners may use online dictionaries when reading or writing.
	Learners may engage with digital platforms in Spanish to develop their vocabulary.

making appropriate connections with other parts of the curriculum to develop and deepen learners' bilingual and multilingual skills	Learners will be encouraged to make connections with other parts of the curriculum throughout their learning of Spanish with cross-curricular connections to humanities subjects and of course with the other languages within the LLC Area of Learning Experience. Learners will be expected to read and translate from texts which cover the three themes. Learners will need to write 120 words on one of the three themes. Across the three themes there are opportunities to engage with different areas of the curriculum. For example, learners may read about different important religious festivals celebrated across the Spanish-speaking world. They may also read about different sports and ways to keep physically and mentally healthy.

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts, and Sustainability	**There are many opportunities to include Local, National & International Contexts and Sustainability in GCSE Spanish. These opportunities are important to Learners because they will be engaging with texts from the Spanish-speaking world. They will then use these texts as a springboard to write about themselves.** **Below are some examples of how Local, National & International Contexts and Sustainability can be embedded into teaching and learning:**
	Example • When choosing texts try to ensure they come from different Spanish-speaking countries. Consider how the texts develop learners' cultural understanding. For example, choose a text that talks about typical Christmas dishes across the Spanish-speaking world. Learners can identify the main dishes and say which ones they would like to try. They could then compare this with traditional British and Welsh food. They could also consider the reasons why food is different across the world. • Provide learners with two texts side by side, one about Wales and one about a Spanish-speaking country. For example, include a travel blog about Ystradfellte and one about Iguazú. Then create a chart where learners note key facts about the two waterfalls such as height, depth, number of visitors, etc.

Sustainability	**There are many opportunities to include Sustainability in GCSE Spanish. These opportunities are important to Learners because they will read about how different places are developing a sustainable approach.** **Below are some examples of how Sustainability can be embedded into teaching and learning:**
	Example • Find texts that describe how Spanish-speaking countries are looking after the environment. Centres may want to look at the following websites: https://www.reddearboles.org https://www.fundaciondelatierra.org • When learners read and write about technology, encourage them to consider the positives and negatives in terms of the environmental impact. • Look at a text that discusses the fast fashion industry in Spain. This would also be a great opportunity to practise numbers as learners could identify the numbers of clothes produced each year, on average how many times the clothes are worn and how many kg ends up going straight to landfill.
Relationships and Sexuality Education	**There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE Spanish. These opportunities are important to Learners because they will read and write about different types of relationships.** **Below are some examples of how RSE can be embedded into teaching and learning:**
	Example • Include reading activities that present a diverse range of relationships: both platonic and romantic. When creating reading activities ensure there are different family dynamics for example, a child with two mums, a child with stepsiblings or a child with a transgender friend. • During LGBTQ+ History Month and Pride discuss the history and lived experiences of LGBTQ+ people across the Spanish-speaking world.

	• Compare the rights of women in different Spanish-speaking countries and within different communities. This website provides information on inspirational Latin American women: https://latino.si.edu/25-latinas-you-should-know. Learners could research one and explain why she inspires them.
Human Rights Education and Diversity	**There are many opportunities to include Human Rights Education and Diversity in GCSE Spanish. These opportunities are important to Learners because they will read about people with a wide range of lived experiences.** **Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:**
	Example • Include texts from different Spanish-speaking parts of the world. For example, include a text that looks at The Dominican Republic and its history and slavery. Teachers may also wish to look at how the indigenous people were treated when Christopher Columbus arrived and the impact of colonisation. Identify slave owners who were British or consider the similarities between British and Spanish colonisation. • Look at how young people in Central America are being forced into gangs and consider how this contravenes their rights. This then links into why people become refugees. • When looking at food, look at the fact that different autonomous communities in Spain have different traditional dishes. This highlights the diverse makeup of the country. You could do something similar with Mexico. • Include Latin X role models such as Frida Kahlo, Annie Segarra, Jennicet Gutiérrez , Julio Salgado and Stephanie Beatriz.

	There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE Spanish. These opportunities are important to Learners because they will read and write about their future plans. They will also need to challenge themselves to use more complex language. **Below are some examples of how CWRE can be embedded into teaching and learning:**
Careers and Work-Related Experiences	*Example* • Provide texts that discuss what school is like in Spanish-speaking countries. Similarly, find texts that talk about work and unemployment in Spanish-speaking countries. • Learners can use these texts as a springboard to discuss what school is like in Wales and what they would like to do in the future. • Discuss with learners the benefit of learning another language. Teachers may wish to look at Routes into Languages for supporting resources: https://routesintolanguagescymru.co.uk/. • Consider encouraging learners to become Language Ambassadors. In this role they could teach younger learners about Spanish or support events for European Day of Languages. • Encourage learners to experiment with their language and remind them that at GCSE we do not expect perfection. Create activities where learners have to write about a specific topic such as healthy eating. Include a point system: 1 point = present tense, 2 points = past or future tense, 4 points = idiomatic expression or exclamation, 5 points = si fuera sentence, etc.

Cross-curricular Skills – Literacy	
	There are many opportunities to include Literacy in GCSE Spanish. These opportunities are important to Learners because it will enable them to develop their reading and writing in Spanish. **Below are some examples of how Literacy can be embedded into teaching and learning:**
Reading	*Example* • Learners should read texts of varying length. Teachers may wish to include images with text on them or written pieces of text. Texts can be both non-fiction and fiction. When creating reading questions, start with a simple question and leave the most challenging questions for the last few. This will allow all learners to access some parts of the text which is essential as there is no tiering. The first questions may be a match-up activity whereas your last question may require learners to write in full sentences. • Whenever teachers carry out a reading task of 80 words or more, highlight four or five sentences and ask learners to translate them into English. • Encourage learners to take ownership of their own learning by putting their mobile phones into Spanish along with their social media (if they use it). They can create a bank of words that they learn from this. Encourage learners to read "BBC Mundo" or something similar to help develop their reading skills.
Writing	*Example* • Provide learners with plenty of opportunities to write 120 words on each of the three themes. Encourage them to always use three tenses and to give opinions and reasons. • Use sentence builders or writing frames to support learners as they build up the complexity of their written language.

Cross-curricular Skills – Numeracy	
	There are many opportunities to include Numeracy in GCSE Spanish. These opportunities are important to Learners because they need to be able read numbers. **Below are some examples of how Numeracy can be embedded into teaching and learning:**
Understanding the number system helps us to represent and compare relationships between numbers and quantities	***Example*** • Create a version of "Race Across the World" for learners. Provide learners with a start and end point. Then give them a budget. Learners could either carry out their own research or provide them with information packs on routes, hotel and travel costs and opportunities for work. Learners need to work out how quickly they can reach their destination whilst staying in budget. This could then be a springboard into a writing activity. • Include texts that use percentages and big numbers. Encourage learners to highlight and record these numbers for future reference.

Cross-curricular Skills – Digital Competence	
	There are many opportunities to include Digital Competence in GCSE Spanish. These opportunities are important to Learners because they can read and write Spanish using digital devices. **Below are some examples of how Digital Competence can be embedded into teaching and learning:**
Interacting and Collaborating	*Example* • Learners can work on a shared document or presentation on a specific topic. For example, they could create a presentation collaboratively which details how technology has changed over the last 100 years. Some of the learners in the group could research the changes over the last 100 years (this also links to reliable sources and citing information). Other learners in the group could create a table of key vocabulary needed for the presentation. Learners can then collaborate to create a presentation in Spanish on the key changes. Appoint someone in the group or someone from another group to review the presentation and suggest any improvements. • If each group was given a different task based on technology, these could then be used as reading tasks for different groups of learners.
Producing	*Example* • The example above also links to producing. However, ask learners to justify why they have included certain information and images in their presentation. It may be that learners have a choice over what software they use for their presentations and so they can justify their choices.

Integral Skills	
Creativity and Innovation	**There are many opportunities to include Creativity and Innovation in GCSE Spanish. These opportunities are important to Learners because they need to create their own written pieces in Spanish.** **Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:**
	Example • Creativity will be developed every time learners write something. Use a reading activity as a springboard for a writing task. • For example, provide learners with a reading task about eco-tourism in Peru. They then need to imagine they are setting up an eco-tourism holiday and say what they would include.
Critical Thinking and Problem Solving	**There are many opportunities to include Critical Thinking and Problem Solving in GCSE Spanish. These opportunities are important to Learners because they need to be language detectives to develop their receptive skills.** **Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:**
	Example • Reading can be used to teach new vocabulary and grammatical patterns. For example, show learners a text that includes regular -ar verbs in the preterite. Ask learners to identify these verbs and see if they can create a rule. Teachers could then show learners a text that includes -ar, -er and -ir regular verbs in the preterite and ask them to do the same thing and expand the rule. Thirdly, create a text which includes common irregulars and once again ask learners to develop a rule. You may amalgamate these steps depending on the ability of your class.

Integral Skills	
	• Similarly, create a text with lots of new vocabulary and then provide a table with the words in English. Ask learners to use cognates, previous knowledge and context to identify the Spanish words in the text.
Planning and Organisation	**There are many opportunities to include Planning and Organisation in GCSE Spanish. These opportunities are important to Learners because they will need to plan how long to spend on the reading, translation and writing tasks.** **Below are some examples of how Planning and Organisation can be embedded into teaching and learning:**

	Example
	
	• Provide learners with one reading activity and give them a set amount of time to complete it. Then give them several reading activities in a set time frame. Discuss with them how long they think they should spend on each task. Then give them the opportunity to complete it. Review the task afterwards and discuss what they could do differently next time.
	
	• Provide learners with bullet points on one of the three themes. Encourage learners to highlight key words in the bullet points and use this to create a plan. Teachers may wish to use acronyms such as:
	    • **AVOCADO** ~ **A**djectives **V**erbs **O**pinions **C**onjunctions **A**dverbs **D**escription **O**utstanding phrases.
	    • **SDORFP** ~ **S**tatement **D**evelopment **O**pinion **R**eason **F**uture **P**ast.

Personal Effectiveness	**There are many opportunities to include Personal Effectiveness in GCSE Spanish. These opportunities are important to Learners because they will learn to take more responsibility for their own learning.** **Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:**
	Example • Encourage learners to create their own vocabulary and grammar lists which they can refer to when reading or writing. • Teach learners how to use physical or online dictionaries effectively so that this can be a reference point for them.