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**¡Viva! Segunda edición and the Ofsted Framework**

**Want to understand how ¡Viva! Segunda Edición helps you to meet the demands of the new Ofsted Framework? Read on to understand more about our ambitious and coherently planned and sequenced curriculum.**

**How does ¡Viva! provide an ambitious curriculum?**

¡Viva! provides ambitious grammatical and skills progression. For example, pupils use present and near future tenses by the end of Book 1 and they use the preterite from Book 2, Module 1. Pupils using Book 3, Rojo are also introduced to the imperfect and simple future. Skills boxes in every unit and dedicated skills pages in every module help pupils acquire key language learning strategies to help them progress. For example, in Book 1, Module 4 pupils focus on giving an effective presentation, Book 2 includes skills for dealing with authentic texts and Book 3 includes skills such as responding confidently to unprepared questions.

Clear presentation, structured support and systematic recycling help pupils to embed the language and skills and make the ambitious progression manageable.

**How does ¡Viva! help to equip pupils with the knowledge and the ‘cultural capital’ they need to progress to further study and to succeed in life?**

The ambitious curriculum, the strong progression and focus on key language skills ensure that pupils know more language and gain the confidence to use it independently. At the same time the strong cultural focus helps pupils to build knowledge of the countries where Spanish is spoken. The inclusion of authentic materials such as poems and songs, cultural quizzes and ‘spotlight’ boxes, and videos featuring a group of Spanish teenagers mean that cultural content is woven through the Modules. In addition, there are specific project spreads (Proyecto) with a cultural focus – for example, looking at a famous Spanish painting, a Peruvian folk tale or inequalities in education across the Hispanic world.

**How does ¡Viva! differentiate its curriculum for all learners?**

¡Viva! 1 and 2 each have one fully-differentiated Pupil Book and ¡Viva! 3 has two parallel Pupil Books: ¡Viva! 3 Verde (for lower ability learners) and ¡Viva! 3 Rojo (for higher ability learners). There are differentiated activities in all four skills throughout each Pupil Book and ideas are given in the Teacher’s Guide for reinforcement and extension. Skills and ¡Adelante! spreads at the end of every module combine language, as well as revisiting language from previous modules to give pupils the opportunity to pull their learning together and to work on language-learning skills at a deeper level. ¡Viva! 2 also has extra extension units for higher ability learners. The Te toca a ti section at the back of the Pupil Book provides extra reading and writing tasks at two levels. In addition there are workbooks at reinforcement and extension levels and differentiated listening and reading homework tasks in ActiveLearn.

**How has ¡Viva! defined end points for the curriculum and useful content to lead towards them?**

A wide range of teachers have helped to identify the most useful end points for pupils to reach at each stage of learning. The end points set out clearly what pupils should know and be able to do. With the end points in place the most useful grammar, language, skills, topics and cultural content to reach those points was identified. In this process teachers have considered what things pupils want to talk about, what will equip them for life beyond school, the demands of the National Curriculum 2014 and the 9-1 GCSE and what will motivate pupils to continue their studies.

**Where can I find the clearly-defined end points?**

End points (what pupils should know and be able to do) can be found as follows:

End point of year: given in the ¡Viva! Segunda Edición Curriculum Sequencing Map, [here](https://www.pearsonschoolsandfecolleges.co.uk/secondary/ModernLanguages/Spanish11-14/viva-segunda/support-materials/support-materials.aspx)**.**

End point of a Module (half term): given in the Module overview grids, in the customisable Scheme of work and in the Resumen in the Pupil’s Book.

End point for a Unit (lesson): given in unit objectives in the Scheme of work and on the Pupil’s Book page.

**How is ¡Viva!'s curriculum coherently planned and sequenced so that new knowledge and skills build on what has been taught before?**

Schemes of work to reach the end points have been developed through research with teachers. Phonics, grammar, vocabulary and skills are introduced, revised and extended through the course in a systematic and logical progression. In this way knowledge and skills are constantly building on what has been taught before.

Individual lessons build from a simple starter, to the introduction of new language, supported practice and then to more open-ended tasks. In the later units of the module, language is pooled and combined in the dedicated skills unit, the quiz-style Repaso revision page and the ¡Adelante! unit. Language and skills are then revised and extended in the modules that follow, allowing pupils to apply knowledge in new contexts and helping them to develop confidence and independence and embed knowledge into long-term memory.

The **¡Viva! Segunda Edición Curriculum Sequencing Map** for the whole course can be found [here](https://www.pearsonschoolsandfecolleges.co.uk/secondary/ModernLanguages/Spanish11-14/viva-segunda/support-materials/support-materials.aspx). This shows why particular content is being covered at a certain point and how it builds on what has been taught before.

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**How does ¡Viva! ensure knowledge is embedded in pupils' long-term memory so that they can apply it fluently?**

The systematic progression in the Scheme of work underpinning the course ensures that pupils are always building on knowledge and skills they have been taught. They are given ****opportunities to apply their existing knowledge to new contexts and to build on it. In this way pupils are helped to embed knowledge and skills into long-term memory so that they know more, can do more and can use language more fluently.

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In addition, the following features further support transfer of knowledge to long-term memory:

* Starters and plenaries – opportunities to apply existing knowledge and skills/review new learning
* Skills units – focus in greater depth on listening, speaking, reading and writing skills
* ¡Adelante! units - pool and combine language and focus on GCSE task types
* Gramática units – bring together the grammar from the module and activities to practise it
* Palabras units – bring together key language from the module, highlight high-frequency words and teach strategies for memorising language
* Resumen and Repaso – review the learning in a module
* Te toca a ti section, Workbooks and ActiveLearn Digital Service – provide material for independent practice.

**How does ¡Viva! help teachers to check understanding, identify misconceptions and adapt teaching/provide feedback?**

¡Viva! provides a range of resources and tools to support teachers to check understanding of language that has been taught:

* Starters and plenaries – ideas provided for each unit
* Resumen – learning checklist
* Repaso – a quiz-style page to help pupils review learning/prepare for assessment
* ActiveLearn – includes self-marking homework activities which provide feedback for pupils and tracking for teachers.

For more formal assessment, the Assessment Packs provide end-of-module and end-of-year tests, which map pupils’ performance to Pearson Progression Steps and indicative GCSE grades.

The very clearly-structured units and modules and the wealth of resources makes it easy for teachers to adapt their teaching as they progress.

**How does ¡Viva! help to save teachers time?**

¡Viva! provides a range of resources to support teachers with planning, teaching lessons and assessing progress. ActiveLearn provides comprehensive teacher support including a customisable Scheme of Work for lesson planning, an interactive Scheme of Work for long-term planning and individual lesson plans. The front-of-class teaching resources consist of a digital Pupil book with audio, interactive flashcards, presentations, games and video at the click of a button. The Homework activities (listening and reading) are self-marking and the Assessment Pack comes with online markbooks which allow for easy tracking of pupils’ performance. An assessment builder is also available for easy customisation of the tests. Meanwhile the Workbooks provide instant content for homework or cover lessons.