

# KS3 Spanish

## Curriculum Intent 2023-2024

### Core intent of Spanish at Key Stage 3

With over 450 million native speakers, Spanish is the second most spoken language in the world. Spoken as a first language in 21 countries, learning Spanish can take you further than you ever imagined. The ability to speak Spanish will allow you to discover the rich culture of not only Spain itself, but also almost all countries in Central and South America. Having the ability to speak even a little Spanish whilst travelling can open up new experiences and can give you valuable insight into the lives of native Spanish speakers.

With such a range of countries having Spanish as their official language, knowing Spanish is extremely useful in the international job market and can strengthen your CV and improve job prospects. This can open the doors to a wide variety of challenging opportunities within businesses not only across the globe but also within England, from the nationwide bank Santander, to Seat at Bentley in Crewe. Further afield, the United States has recently been cited as the second largest Spanish-speaking country in the world, where an estimated 37.6 million people speak it as their first language. As the US has the world's largest economy and the Hispanic population in the US is projected to double by 2050, this makes Spanish enormously important if you aspire to work abroad. In addition, you could use your Spanish knowledge to volunteer abroad and help a community where many charitable organizations carry out work such as building schools for those less fortunate. This shows how important it is to be able to speak this language. It really does prepare you for the future!

As well as learning the language, you will be given the opportunity to study the culture of these countries. Spain and Spanish speaking countries have arguably the most interesting cultural traditions including thousands of weird, wacky and fun festivals. Learning about these events opens up a whole new world of traditions for you to experience, from the bull run of San Fermín to the baby jumping festival of El Colacho! This also allows you to put into perspective your own culture and compare what you consider to be the norm with that of other countries. A knowledge of Spanish also offers access to great works of literature in the original Spanish, as well as films and songs. Spanish is the language of inspirational figures such as Federico García Lorca, Gabriel García Márquez, Penélope Cruz, Enrique Iglesias, Shakira and even David de Gea or Lionel Messi! At school, you will be able to apply your speaking skill by taking part in the Inter House Languages competition where you will be involved with the local primary school and whole community as pupils watch your plays. If you can speak another language other than English, you will have the opportunity to become a Language Ambassador and work on specific language related tasks. Furthermore, you will have the opportunity to participate in school visits. This will allow you to get involved in a different community but also make you realise the lifelong effect of learning Spanish when are able to communicate effectively with native Spanish speakers. You will also study a couple of Spanish films, which will demonstrate some strong cultural differences within Spain.

Speaking Spanish opens up opportunities to study at renowned Spanish speaking universities and business schools, ranked among the top higher education institutions in Europe and the world. We have had students who have studied Spanish at GCSE then A level leading to studying in a Spanish speaking country for their degree.

Spanish is a rich, beautiful, and melodic language. Whether it is one of the beautiful varieties of Latin American Spanish, or Castilian Spanish from Spain. Spanish is a Romance language and is famous for being pleasant on the ears. As well as being enjoyable, it has been scientifically proven that learning a language is a stimulating activity for your brain and thus leads to your own personal development. Learning a language like Spanish is a great way to keep your brain young and provide excellent mental stimulation. Language learning boosts your memory by prompting you to memorise new vocabulary and grammar rules. In addition, it challenges and improves the cognitive functions of your brain allowing you to become a faster and more effective learner. Learning a language has many social benefits, for example your confidence grows as you push yourself out of your comfort zone and challenge yourself to speak in another language to a native speaker. You will become more resilient and as you learn more and more, you will start to feel a tremendous sense of accomplishment and self-satisfaction. This motivational journey will enable you to be more prepared and have the confidence to tackle other challenges in life. As well as this, learning a language allows you to improve your English by spotting similarities between the two and correcting misconceptions within your own native language.

For all these reasons, we feel that through your Spanish journey you will be prepared to access a much broader world. The curriculum provides breadth and depth and you will be able to study topics such as holidays, local environment or new technology. As the course goes on, you will develop a greater understanding of the Spanish language as well as different aspects of Spanish culture. You will develop a knowledge and achieve something which will make you different from other pupils. The topics have been chosen based on the appropriate specification and we have strategically planned out when to teach them and how long to dedicate to each of them, allowing plenty of time for revision and future preparation for the exams.

It would not be fair or true to say that learning Spanish is easy; language learning takes time, effort and dedication. The acquisition of vocabulary and grammar knowledge is relentless, but we make no apology for this! The rewards for perseverance are enormous; you never know which doors might just open for you because of your language skills. Employers and universities recognise that learning a language shows resilience and tenacity and will respect and value you for this. Your teachers will guide you safely through the course, preparing you for the exams and beyond, but this is your grade for a reason. Spending just five minutes a day reading through your class notes, revisiting grammar points or learning vocabulary is worth more than half an hour once a week. The dividend for trawling meticulously through your written pieces, to correct and improve them will come when you sit your writing exam and can tackle any essay question with ease and confidence. You will be able to develop resilience that will help you in the future. Making links to a whole host of related words from one word you've just discovered, will train your brain to find connections and break down words more easily, keeping your brain firing on all cylinders (you're welcome).

## **Assessment**

All year groups undertake a fortnightly vocabulary test. They should adopt the 'little and often' approach, when it comes to learning vocabulary if it is to become embedded in their long-term memory.

All groups also undertake a formalised assessment at key points during the year.

## **Homework**

Homework is set weekly and is either learning vocabulary for the fortnightly test, or something set by the teacher as appropriate. Homework tasks such as reading, listening and online tasks, research and grammar exercises, are some of the possible homework activities.

### **Clubs and/or intervention**

Different clubs and intervention groups are run throughout the year – students should listen out for messages in form time.

### **Parental/Carer support**

As a parent or carer, you provide much of the support that your child needs in becoming a linguist. Even if you do not speak the language, you can help by testing them on vocabulary, and reminding them to revise little and often. At Brine Leas, we like to work in partnership with parents and carers, so please do get in touch via the office, if you need any advice on how to support your child.

### **Helpful sources of information**

Memrise, Quizlet and Seneca are all great websites / apps which help with revision. The BBC Bitesize website has some activities and videos for languages. The Open University offers lots of free courses too, including some language courses.

### **Connections to future pathways**

To be able to communicate in another language, is something much bigger than this space. Just a few of the transferable and invaluable skills are:

- Communication skills
- Adaptability/resilience /resourcefulness
- Independent learner
- Cultural development
- Global awareness

### **Career options**

Jobs / sectors which are directly related to languages:

- Interpreter
- Secondary school teacher
- Translator
- Import/export
- Travel industry

Jobs where your languages would be useful include:

- Broadcast journalist
- Detective
- Diplomatic service officer
- Education consultant
- English as a foreign language teacher
- Import/export
- International aid/development worker
- IT
- Logistics and distribution manager
- Marketing executive
- Patent examiner
- Public relations
- Private tutor
- Project manager
- Sales executive
- Solicitor
- Tour manager
- Writer

Significant local employers include:

- Bet 365
- Sony
- EA Games
- Müller yoghurt
- Bentley
- Networld Sports
- The Hut Group
- Ineos
- Air Products
- Eurocamp
- Ecolab

- Accenture
- Aldi

Degree courses where languages are required/useful to gain entry:

- Classical Studies – useful
- Economics or Business-related degrees - useful
- English - sometimes essential, always useful
- European Studies - essential, 2 languages even more useful
- Film Studies – useful
- French - essential, 2 languages even more useful
- German - essential, 2 languages even more useful
- History - useful
- History of Art - useful
- Italian - essential, 2 languages even more useful
- Law – useful
- Leisure and Tourism – very useful
- Philosophy - useful
- Spanish - essential, 2 languages even more useful
- Speech Therapy - useful
- Teacher Training - essential in some cases, useful in all
- many scientific journals are written in German

Language graduates work for a huge variety of employers and sectors, including:

- business services
- charity work
- engineering
- global concerns such as UN / NATO
- gaming
- government departments
- media
- museums and libraries

- politics
- public administration
- scientific research
- teaching
- tourism
- transport and logistics

## Curriculum pathway of Spanish at Key Stage 3

Here at Brine Leas, we base our Key Stage 3 curriculum on NCELP. There is a heavy focus on phonics, to allow greater autonomy and confidence in pronouncing unfamiliar vocabulary. The content is paced in such a way as to allow the language and grammatical structures to become embedded before moving on. The topics are varied and cater for a variety of interests.

### Year 7

Term	Context	Grammar	PHONICS SSC - Sound-symbol correspondence	Vocabulary	Vocabulary
<b>AUTUMN TERM</b>					
I.1	<ul style="list-style-type: none"> <li>Describing places and location.</li> <li>Saying what someone is like at the moment.</li> <li>Saying what someone is like in general.</li> <li>Saying what people have.</li> <li>Saying what people do</li> </ul>	<ul style="list-style-type: none"> <li>Essential verbs <b>ESTAR</b> (to be, being) - location and mood, <b>SER</b> (to be, being) - general characteristics <b>TENER</b> (to have, having) (<sup>1<sup>st</sup></sup>, <sup>2<sup>nd</sup></sup>, <sup>3<sup>rd</sup></sup> persons singular)</li> <li>Indefinite articles, singular and plural nouns</li> <li>Adjectives - gender and agreement</li> <li>Yes/no questions with raised intonation</li> <li>-<b>AR verbs</b> in the present <ul style="list-style-type: none"> <li>(<sup>1<sup>st</sup></sup>, <sup>2<sup>nd</sup></sup>, <sup>3<sup>rd</sup></sup> persons singular)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learn sounds for vowels in Spanish a, e, i, o , u</li> <li>Contrast SSC 'i 'and 'll'</li> <li>Learn hard 'ca/co/cu'</li> <li>Learn 'cu' + vowel 'cue/cua/cui'</li> <li>Learn soft 'ce/ci'</li> </ul>	<ul style="list-style-type: none"> <li>Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.</li> <li>High-frequency vocabulary relevant to given context.</li> </ul> <p>Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course</p>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>

1.2	<ul style="list-style-type: none"> <li>Saying what people do and don't do.</li> <li>Numbers (1 to 12) and talking about more than one thing</li> <li>Saying what there is around you and describing it</li> <li>Talking about the location of things</li> <li>Describing a place</li> <li>Giving and wanting (festive season and family)</li> </ul>	<ul style="list-style-type: none"> <li>Using 'no' to make a verb negative</li> <li><b>HAY</b> (vs '<b>TIENE</b>)</li> <li><b>son [SER]</b>, adjective (number, agreement with -s in relation to the verb)</li> <li>Singular definite articles - el &amp; la</li> <li>Plural definite articles - los &amp; las</li> <li><b>DAR</b> (to give, giving) <ul style="list-style-type: none"> <li>- doy, das, da (plus noun)</li> </ul> </li> <li>Modal verb <b>QUERER</b> (to want, wanting) <ul style="list-style-type: none"> <li>- quiero, quieres, quiere (plus noun)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Concentrate on pronunciation of 'z'</li> <li>Learn SSC 'que'</li> <li>Learn SSC 'qui'</li> <li>Learn hard 'ga/go/gu'</li> <li>Learn soft 'ge/gi'</li> <li>Learn 'j'</li> <li>Contrast SSC 'n' and 'ñ'</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>Revisiting of verbs, nouns and adjectives in relation to locations and family members.</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
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**Assessment:** Final week 1<sup>st</sup> half spring term (Week 2.1.6). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes.

### SPRING TERM

2.1	<ul style="list-style-type: none"> <li>Describing family</li> <li>Describing some natural wonders of the Spanish-speaking world</li> <li>Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Adjective agreement (-o, -a, number)</li> <li><b>tenemos, tienen [TENER]</b></li> <li>Adjective position</li> <li>WH questions</li> <li><b>HACER</b> (to do, make) (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular)</li> </ul>	<ul style="list-style-type: none"> <li>Contrast SSC 'v' and 'b'</li> <li>Contrast SSC 'r' and 'rr'</li> <li>Silent 'h'</li> <li>Revisit 'a' and 'o'</li> <li>Revisit 'e' and 'í'</li> <li>Revisit 'u'</li> </ul>	<ul style="list-style-type: none"> <li>Deepening vocabulary knowledge through work with a challenging text.</li> <li>Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)</li> <li>Question words</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
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2.2	<ul style="list-style-type: none"> <li>Talking about what you do with others (rural life)</li> <li>Talking about what people can do</li> <li>Contrasting what people must, can and want to do</li> <li>Places and locations</li> <li>Saying what people are like today vs in general</li> </ul>	<ul style="list-style-type: none"> <li><b>-AR verbs</b> (1<sup>st</sup> person plural, -amos)</li> <li>Modal verb <b>PODER</b> (can, to be able to) + infinitive (positive/negative statements, yes/no questions)</li> <li>Modal verb <b>DEBER</b> (must, to have to) + infinitive</li> <li><b>estamos, están [ESTAR]</b></li> <li>de + el → del vs de la</li> <li><b>somos, son [SER]</b></li> </ul>	<ul style="list-style-type: none"> <li>Revisit 'í' vs 'll'</li> <li>Revisit hard 'ca/co/cu'</li> <li>Revisit 'cu' + vowel 'cue/cua/cui'</li> <li>Revisit soft 'ce/ci'</li> </ul>	<ul style="list-style-type: none"> <li>. Using a range of prototype - AR verbs</li> <li>Developing the verb lexicon (-AR verbs) and modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
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### SUMMER TERM

3.1	<ul style="list-style-type: none"> <li>Describing activities (travel)</li> <li>Describing what people do</li> <li>Describing what people do (technology)</li> </ul>	<ul style="list-style-type: none"> <li><b>AR verbs</b> (3<sup>rd</sup> person plural -an)</li> <li><b>-ER and -IR verbs</b> (infinitive and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> <li><b>es [SER]</b> in infinitive sentences</li> <li><b>-ER and -IR verbs</b> (present - 3<sup>rd</sup> person plural)</li> <li>WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>Revisit 'z'</li> <li>Revisit 'que' and 'qui'</li> <li>Revisit ll/l</li> <li>Revisit hard 'ga/go/gu'</li> <li>Revisit soft 'ge/gi'</li> <li>Revisit 'j'</li> </ul>	<ul style="list-style-type: none"> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> <li>Revisiting -AR verbs in the present tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular, 1<sup>st</sup> and 3<sup>rd</sup> persons plural)</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
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3.2	<ul style="list-style-type: none"> <li>Discussing what people do and don't do</li> <li>Describing people and possessions</li> <li>Describing when and where people go</li> <li>Describing future plans</li> </ul>	<ul style="list-style-type: none"> <li>Revisit - <b>-AR, ER, -IR</b> verbs, WH- questions, negation, modals</li> <li>possessive adjectives (mi/mis, tu/tus)</li> <li><b>IR</b> (to go, going) - voy, vas, va al vs a la - 'to'</li> <li><b>IR</b> + infinitive to express future plans (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular &amp; 1<sup>st</sup> person plural)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the contrast 'n' and 'ñ'</li> <li>Revisit the contrast 'v' and 'b'</li> <li>Revisit the contrast 'r' and 'rr'</li> <li>Revisit Silent 'h'</li> <li>Revisit the full range of SSC taught this year</li> </ul>	<ul style="list-style-type: none"> <li>Developing a verb lexicon (-ER and -IR verbs). Deepening vocabulary and grammar knowledge through work with a challenging text</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
<b>Assessment:</b> 2 <sup>nd</sup> half summer term. Separate phonics, vocabulary and grammar achievement tests. Total assessment time: 45 minutes. Additional (optional) holistic, proficient assessments. Total assessment time: 45 minutes.					

## Year 8

Term	Context	Grammar	PHONICS SSC - Sound-symbol correspondence	Vocabulary	Vocabulary
<b>AUTUMN TERM</b>					
I.1	<ul style="list-style-type: none"> <li>Describing events in the past and present (travel)</li> <li>Comparing past experiences</li> <li>Talking about what people and places are like now vs in general.</li> <li>Comparing what you and someone else ('we') do (news and media, parties and celebrations)</li> <li>Describing what people do (at home)</li> <li>Asking what people can and must do</li> </ul>	<ul style="list-style-type: none"> <li>Past tense (preterite) -ar verbs in 1<sup>st</sup> and 2<sup>nd</sup> person singular</li> <li>Revisit <b>SER</b> for traits and <b>ESTAR</b> for state</li> <li>Revisit English and Spanish question formation</li> <li>Present-tense -er verbs in 1<sup>st</sup> person plural</li> <li>Present tense -ir verbs in 1<sup>st</sup> person plural</li> <li><b>HACER</b> in 1<sup>st</sup> and 3<sup>rd</sup> person plural</li> <li>Subject pronouns</li> <li>Present simple for ongoing/unfinished actions</li> </ul>	<ul style="list-style-type: none"> <li>Spanish syllables (consonant-vowel pairs)</li> <li>Strong vowels [a], [e], [o]</li> <li>Weak vowels [i], [u]</li> <li>Final syllable stress</li> <li>Penultimate syllable stress</li> </ul>	<p>In Year 8, we focus explicitly on some common word patterns between Spanish and English. The words are high-frequency and often cognates or semi-cognates with English.</p> <ul style="list-style-type: none"> <li>Feminine nouns ending in -dad (e.g. realidad, sociedad)</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
I.2	<ul style="list-style-type: none"> <li>Describing events in the past and present (at school)</li> <li>Describing events in the past and present (free time activities)</li> </ul>	<ul style="list-style-type: none"> <li>Past tense (preterite) -er and -ir verbs in 1<sup>st</sup> and 2<sup>nd</sup> person singular</li> <li>Prenominal adjectives</li> <li>Revisit <b>TENER</b></li> <li><b>QUERER</b> and <b>DAR</b> in 1st and 3<sup>rd</sup> person plural</li> </ul>	<ul style="list-style-type: none"> <li>Revisit final syllable stress with -er/-ir verbs in the preterite (-í)</li> <li>Ante-penultimate syllable stress</li> <li>Revisit SSCs [L] and [LL]</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>Using 'de' to link nouns (e.g. partido de fútbol)</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>

	<ul style="list-style-type: none"> <li>Describing how people feel in the present (feelings and emotions)</li> <li>Describing future plans</li> <li>Talking about what people do (work)</li> </ul>	<ul style="list-style-type: none"> <li><b>IR</b> in 3<sup>rd</sup> person plural</li> <li>Para + infinitive</li> <li>Revisit regular present tense verbs</li> </ul>	<ul style="list-style-type: none"> <li>Revisit 'hard C' [CA], [CO], [CU]</li> <li>Revisit [CU] + vowel</li> <li>Revisit [CE], [CI]</li> </ul>	<ul style="list-style-type: none"> <li>Nouns used with <b>IR</b> and <b>DAR</b> in idiomatic ways (e.g. dar una vuelta, ir de paseo)</li> </ul>	
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**Assessment:** 1<sup>st</sup> half spring term (Week 2.1.4). Separate phonics, vocabulary and grammar assessments. Total assessment time: 35 minutes.

### SPRING TERM

2.1	<ul style="list-style-type: none"> <li>Describing what people do (technology and social networks)</li> <li>Describing what different people did in the past (Free time activities)</li> <li>Talking about the environment</li> <li>Saying what you do for others</li> <li>Routines and daily life</li> </ul>	<ul style="list-style-type: none"> <li>Past tense (preterite) –ar verbs in 3<sup>rd</sup> person singular</li> <li>Past tense (preterite) –er and –ir verbs in 3<sup>rd</sup> person singular</li> <li>Personal ‘a’</li> <li>Reflexive ‘me’ and ‘te’</li> <li>Revisit possessive adjectives ‘mi’, ‘tu’</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC [z] (alongside ‘soft C’ [ce], [ci])</li> <li>Revisit SSC [que], [qui]</li> <li>Revisit ‘hard G’ [ga], [go], [gu]</li> <li>Revisit ‘soft G’ [ge], [gi] (alongside [j])</li> </ul>	<ul style="list-style-type: none"> <li>Revisit question words</li> <li>Revisit high-frequency regular –ar/-er/-ir verbs in new contexts.</li> <li>Developing the verb lexicon (-ar/-er/-ir verbs)</li> <li>Learn new meanings of the verbs ‘sacar’, ‘conocer’, ‘querer’</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
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2.2	<ul style="list-style-type: none"> <li>Describing a series of events (Narration)</li> <li>Talking about giving and receiving (Birthdays)</li> <li>Describing how things make people feel</li> <li>Giving opinions about school</li> </ul>	<ul style="list-style-type: none"> <li><b>OVS</b> word order</li> <li>Direct object pronouns ‘lo’, ‘la’</li> <li>Indirect object pronouns (me, te, le)</li> <li>Gustar-type verbs</li> </ul>	<ul style="list-style-type: none"> <li>Contrast [n] and [ñ]</li> <li>Revisit [v] and [b]</li> <li>Revisit [r] and [rr], including the pronunciation of [r] in word-initial position</li> <li>Revisit silent [h]</li> </ul>	<ul style="list-style-type: none"> <li>Deepen vocabulary and grammar knowledge through work with a challenging text.</li> <li>Develop knowledge of words from a range of word classes</li> <li>Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
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### SUMMER TERM

3.1	<ul style="list-style-type: none"> <li>Visiting a Spanish speaking city</li> <li>Describing family members</li> <li>Describing how people feel</li> <li>Comparing things</li> <li>Describing what people do and did (sport)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit <b>SER</b> (es, son), adjective agreement, para + infinitive</li> <li>Possessive adjectives ‘su’ and ‘nuestro’</li> <li>Comparatives ‘más’ and ‘menos’</li> <li>Adjectives with comparative meaning</li> </ul>	<ul style="list-style-type: none"> <li>Spelling changes with –ar verbs in 1<sup>st</sup> person past (preterite) (-qué, -gué)</li> <li>revisit strong vowels [a], [e], [o]</li> <li>revisit weak vowels [i], [u]</li> </ul>	<ul style="list-style-type: none"> <li>Extend knowledge of numbers (21-30)</li> <li>Consolidate knowledge of adjectives by learning to use them in comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
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	<ul style="list-style-type: none"> <li>Comparing where people go and went</li> </ul>	<ul style="list-style-type: none"> <li>Demonstratives 'este', 'esta', 'estos', 'estas'</li> <li><b>HACER</b> in past (preterite) in singular persons</li> <li><b>IR</b> in past (preterite) in singular persons</li> </ul>	<ul style="list-style-type: none"> <li>revisit final syllable stress (including regular verbs in the preterite)</li> <li>revisit [ce], [ci] and [z]</li> </ul>	
3.2	<ul style="list-style-type: none"> <li>Asking questions about what people did</li> <li>Learning about a famous Spanish speaking person</li> <li>Describing school</li> <li>Describing what is happening now</li> <li>Describing Hispanic traditions</li> <li>Talking about past and future trips</li> </ul>	<ul style="list-style-type: none"> <li>Revisit regular (-ar, -er, -ir verbs) in singular persons in past</li> <li>Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present</li> <li>present continuous with -ar verbs</li> <li>present continuous with -ir/-er verbs</li> <li>revisit future plans with <b>IR</b> [revisited]</li> </ul>	<ul style="list-style-type: none"> <li>revisit penultimate syllable stress</li> <li>revisit ante-penultimate syllable stress</li> <li>revisit use of accent on singular vs plural nouns with final-syllable stress</li> <li>revisit spelling changes – qué and –gué in the preterite</li> </ul>	<ul style="list-style-type: none"> <li>Revisit a range of vocabulary from Year 7</li> <li>Deepen vocabulary and grammar knowledge through work with a challenging text.</li> </ul>
<b>Assessment:</b> Week 3.2.3 Separate phonics, vocabulary and grammar achievement tests. [45 minutes]. Proficiency tests [L,R,W,S]. [45 minutes]				

## Year 9

Term	Context	Grammar	PHONICS SSC - Sound-symbol correspondence	Vocabulary	Homework
<b>AUTUMN TERM</b>					
I.1	<ul style="list-style-type: none"> <li>Describing events in the past (holidays)</li> <li>Asking questions about past holidays</li> <li>Describing the location of things</li> <li>Talking about routine events</li> <li>Describing people, places and traditions in Mexico</li> <li>Talking about food</li> <li>Going on a school trip</li> <li>Talking about looking after others</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the past tense (preterite) –ar/-er/-ir verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular and singular subject pronouns</li> <li>Revisit English and Spanish question formation</li> <li>Revisit possessive adjectives (mi/s, tu/s, su/s) contrasted with reflexive pronouns (me, te, and introduce 'se')</li> <li>Revisit direct object pronouns 'lo' and 'la', and introduce 'los' and 'las'</li> <li>Revisit <b>está / están</b> and <b>es / son</b> (<b>SER</b> vs <b>ESTAR</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Spanish syllable structure (consonant-vowel pairs)</li> <li>Revisit final syllable stress</li> <li>Revisit penultimate syllable stress</li> <li>Revisit antepenultimate syllable stress</li> </ul>	<p>In Year 9 we revise subsets of Y7 and Y8 words. There are 4 revision weeks this term.</p> <ul style="list-style-type: none"> <li>introduction of new vocabulary highlights stem changes (week 9.1.1.4 onwards)</li> <li>a range of infinitives are revisited in weeks practising 'gustar'-type verbs</li> <li>Idiomatic uses of 'tener' + noun are revisited (and extended with the new word 'dolor')</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>

		<ul style="list-style-type: none"> <li>Revisit OVS and SVO word order and indirect object pronoun 'le'; introduce 'les'</li> </ul>		
1.2	<ul style="list-style-type: none"> <li>Talking about sport and exercise</li> <li>Talking about health</li> <li>Describing people and how they feel (a weekend in the countryside)</li> <li>Describing people and what they do (an evening at home)</li> <li>Describing where people go and went</li> <li>Talking about Christmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> person plural of -ar verbs (áis) and consolidation of 2<sup>nd</sup> person singular -ar verbs</li> <li>Revisit present continuous with estás and estás</li> <li>Sois vs estás (<b>SER</b> vs <b>ESTAR</b>)</li> <li>Possessive adjective vuestra/a and subject pronoun vosotros</li> <li>Revisit gender and number adjective agreement</li> <li>Revisit <b>IR</b> in singular present, preterite and periphrastic future (voy a + infinitive) forms</li> </ul>	<ul style="list-style-type: none"> <li>Revisit combinations of strong and weak vowels to form diphthongs [ai], [ei], [ia], [ie], [ua], [ue], [io], [iu]</li> <li>Revisit strong vowel pairs [ae], [ea], [eo], [oe]</li> <li>Revisit use of accent on singular vs plural forms of words ending in '-ción'</li> <li>Revisit [gue], [ge], [gui], [gi]</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts. There are 3 revision weeks with Y7 and Y8 words</li> <li>Jugar + a + sport</li> <li>Adverbs with -mente</li> <li>Numbers 40-101</li> <li>Tener que</li> </ul> <p>• Alternate between vocabulary tests and a teacher set task.</p>

### SPRING TERM

**Assessment:** 1<sup>st</sup> half autumn term (Week 1.2.5)

2.1	<ul style="list-style-type: none"> <li>Describing what you did and what you do</li> <li>Describing a charity event</li> <li>The conquest of Peru</li> <li>Migration and the lives of Spanish speakers in the US</li> <li>Talking about climate change</li> <li>Talking about a school event</li> </ul>	<ul style="list-style-type: none"> <li>Revisit <b>HACER</b> in singular forms of present and past</li> <li>Revisit present simple for ongoing meaning</li> <li>Revisit 1<sup>st</sup> person singular and plural of preterite of -ar verbs (-é / amos) and 1<sup>st</sup> person plural of present of -ar verbs (-amos)</li> <li>1<sup>st</sup> and 3<sup>rd</sup> person plural of the preterite of -ar/-er/-ir verbs (-amos / -imos / -aron / -ieron) and revisiting 3<sup>rd</sup> person singular (-ó / -ió)</li> <li>Possessive adjectives nuestros/as, revisiting su/s</li> </ul>	<ul style="list-style-type: none"> <li>Revisit silent [h] vs [ch]</li> <li>Revisit spelling change to -qué and gué in 1<sup>st</sup> person preterite</li> <li>1<sup>st</sup> person singular present vs 3<sup>rd</sup> person singular preterite</li> <li>Revisit [je] and [ge]</li> <li>Revisit [ja], [jo], [ju] vs [ga], [go], [gu]</li> <li>Revisit hard C [ca], [co], [cu]</li> </ul>	<ul style="list-style-type: none"> <li>There are two revision weeks of Y7 and Y8 subsets</li> <li>Revisit question words</li> <li>Hace + weather</li> <li>Developing the verb lexicon (-ar/-er/-ir verbs)</li> </ul> <p>• Alternate between vocabulary tests and a teacher set task.</p>
2.2	<ul style="list-style-type: none"> <li>Talking about what you have to do</li> <li>Talking about making a film</li> <li>Comparing how you feel and felt</li> </ul>	<ul style="list-style-type: none"> <li><b>TENER</b> in singular forms of preterite (tuve, tuviste, tuvo)</li> <li><b>ESTAR</b> in singular forms of imperfect (estaba, estabas, estaba) vs present tense</li> </ul>	<ul style="list-style-type: none"> <li>Revisit [z] as [ce/ci] vs [s] and [z] as [s] in Latin America and Canaries</li> <li>Revisit [ce] and [ci]</li> <li>Revisit [v] and [b]</li> </ul>	<ul style="list-style-type: none"> <li>There is one revision week of a Y7 and Y8 subset</li> <li>Adverbs of position</li> <li>Develop knowledge of words from a range of word classes</li> </ul> <p>• Alternate between vocabulary tests and a teacher set task.</p>

	<ul style="list-style-type: none"> <li>Describing events in the past</li> <li>Reporting the news</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect continuous vs present continuous</li> <li>Revisit demonstrative adjectives <i>este, esta</i></li> <li>Revisit regular and irregular comparatives</li> <li>Relative pronouns (<i>donde, que, cuando</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit [n] and [ñ]</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences</li> </ul>	
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**Assessment:** 1<sup>st</sup> half spring term (Week 2.2.5). Separate phonics, vocabulary and grammar assessments. Total assessment time: 35 minutes.

### SUMMER TERM

3.1	<ul style="list-style-type: none"> <li>Describing routines and events in the past at school, work and family celebrations</li> <li>Describing what something is like and used to be like</li> <li>A well-known story in Spanish – <i>Don Quijote</i></li> <li>Giving advice and instructions</li> <li>Talking about jobs</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect (for habitual past) vs preterite</li> <li>Singular forms of imperfect –ar verbs (<i>aba, abas, aba</i>) including <b>DAR</b> and –er/-ir verbs (-ía, -ías, -ía) including <b>QUERER, PODER, DEBER</b></li> <li>Singular forms of imperfect of <b>SER</b> (<i>era, eras, era</i>)</li> <li>2<sup>nd</sup> person singular and plural of present of –ar verbs (-as, -áis) + <i>eres</i> vs <i>sois</i> and <i>vas</i> vs <i>vais</i></li> <li>2<sup>nd</sup> person plural of present of –er (-éis) and –ir verbs (-ís)</li> <li>Possessive adjective <i>vuestras/as</i></li> </ul>	<ul style="list-style-type: none"> <li>Revisit [rr] and [r] and showing how sound affects meaning</li> <li>Revisit [ll] and [l]</li> <li>Revisit antepenultimate syllable stress</li> <li>Revisit penultimate syllable stress</li> <li>Revisit final syllable stress</li> </ul>	<ul style="list-style-type: none"> <li>There is one revision week of a subset of Y7 and Y8 words</li> <li>Deepen vocabulary and grammar knowledge through work with a challenging text</li> <li>Hace to mean ‘ago’</li> <li>Expanding verb lexicon of –ar/-er/-ir verbs</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>
3.2	<ul style="list-style-type: none"> <li>Spending time with friends</li> <li>Traits (including nationality)</li> <li>A trip to a theme park</li> <li>Describing a crime film</li> <li>Life experiences (featuring Rigoberta Menchú – human rights activist)</li> <li>Text exploitation (featuring Diana Trujillo – aerospace engineer)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit gustar type verbs and direct and indirect object pronouns</li> <li>Revisit prenominal adjectives</li> <li>Demonstrative adjectives <i>ese/a/os/as</i></li> <li>Possessive adjectives <i>mío/a, tuyo/a, suyo/a</i></li> <li>Revisit verbs in the preterite: <b>IR</b> (<i>fui, fuiste</i>), <b>HACER</b> (<i>hice, hiciste</i>), <b>TENER</b> (<i>tuve, tuviste</i>)</li> <li>Revisit ir + a infinitive for future intention</li> </ul>	<ul style="list-style-type: none"> <li>Spelling change in 1<sup>st</sup> person present of –cer/-cir verbs to [zco]</li> <li>revisit [gue], [que], [gui], [qui]</li> <li>Revisit [cu] + vowel</li> <li>Revisit [ca] vs [ga], [co] vs [go]</li> <li>Revisit [rr] vs [r]</li> <li>Strong vowels vs weak vowels</li> </ul>	<ul style="list-style-type: none"> <li>There are three revision weeks of subsets of Y7 and Y8 words</li> <li>Deepen vocabulary and grammar knowledge through work with a challenging text.</li> <li>Revisit question words</li> </ul>	<ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul>