

INTENT:

- To develop students 'self-efficacy
- To be able to communicate spontaneously in spoken and written form in different time frames
- To develop students' listening and reading skills

IMPACT:

Assessments and mock exams show progress over the course of the year. Written and spoken output is more detailed and show a variety of structures and tenses

Bilton School Curriculum 21/22
YEAR 9 SPANISH

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

IMPLEMENTATION

	Term 1 My free time (films and activities)	Term 2 My future- jobs and career	Term 3 Healthy lifestyle	Term 4 Our voice (Charity and rights)	Term 5 A day in a city	Term 6
W1	L1 Talking about things you like L2 Using gustar with nouns in present tense	L1 Saying what you have to do at work L2 Using tener que	L1 Talking about diet L2 Using negatives	L1 Talking about children's lives L2 Using the 'he/she/it' form of verbs	L1 Meeting and greeting people. Using expressions with tener L2 Talking about a treasure hunt. Using superlative	L1 L2
W2	L3 Talking about your week L4 Using regular verbs in present tense	L3 Saying what job you would like to do L4 Using correct adjective agreement	L3 Talking about an active lifestyle L4 Using stem-changing verbs	L3 Talking about children's rights L4 Using the verb poder	L3 Describing a day trip L4 Using the preterite of irregular verbs	L3 L4
W3	L5 Talking about films L6 Using the verb ir in present tense	L5 Saying what you did at work yesterday L6 Using the preterite of regular verbs	L5 Input flooding L6 Talking about daily routine using reflexive verbs	L5 Talking about journeys to school L6 Using the comparative	L5 Buying souvenirs using tú and usted L6 Discussing the final day of a visit	L5 L6
W4	L7 Talking about birthday celebrations L8 Using the near future tense	L7 Describing your job L8 Using the present and the preterite together	L7U Talking about ailments L8 Talking about getting fit	L7 Talking about environmental issues L8 Raising money for charity	L7 Making yourself understood, using the right thing in different situations L8 Consolidation of knowledge	L7 L8
W5	L9 Using the 4 Ws when listening L10 Reading about films	L9 Checking for accuracy and using reference materials L10 Skimming and scanning to understand authentic text	L9 Using se debe/no se debe L10 Consolidation of knowledge	L9 Consolidation of knowledge L10 Progress Check	L9 Progress check L10 Culture	L9 L10
W6	L11Using present and near future together L12 Consolidation of knowledge	L11 Consolidation of knowledge L12 Progress Check	L11 Progress check L12 Progress check	L11 Culture L12 End of term project		L11 L12
W7	L13 Progress Check L14 Culture A	L13 Culture L14 End of term project	L13 Culture L14 End of term project	ICT		L13 L14
W8			F PE			
Progress Check			Speaking skills			
Key Vocabulary	definite article with opinions present tense of <i>ser</i> (full paradigm) present tense of regular <i>-ar, -er</i> and <i>-ir</i> verbs (full paradigm) irregular verb <i>ir</i> (full paradigm) irregular verb <i>ir</i> (full paradigm) The near future	Tener que + infinitive Adjective agreement Preterite tense - regular verbs The verb <i>ir</i> in present tense	Expressions of frequency Stem-changing verbs Reflexive verbs <i>Ser</i> and <i>estar</i> <i>Se debe/ no se debe</i>	<i>Poder</i> Nationalities Comparative and adjectives Present tense regular and irregular	Tener Superlative Preterite of irregular verbs Present, preterite and near future of irregular verbs	
Connected knowledge	Numbers, months, age, near future tense	Jobs vocabulary, present and preterite tenses	Food and sports Preterite tense	Where I live vocabulary		

Skills acquired at the end of the term	To be able to use gustar with nouns in the present tense Use regular verbs in the present tense Ir in the present tense Use near future	Use tener que Use correct adjective agreement Use regular verbs in preterite tense Use present and preterite together Skim and scan text confidently	Use negative structures Use stem changing verbs Reflexive verbs Use se debe/no se debe Create interesting sentences using connectives, adverbs and different vocabulary	Use verbs in third person Use the verb poder Comparatives Using the we form of verbs Apply common sense to work out meaning, using general knowledge and questions	Use different expressions with tener Use superlative Preterite of irregular verbs Use tú and usted Write using three tenses Use strategies to access harder texts	GREEN VIVA 3 (more support) RED VIVA 3 (Higher ability)
<p>End point: NC-KS3 y8 Grammar: Students can: identify and use tenses or other structures/ use and manipulate some grammatical structures and patterns/have acquired a wide-ranging vocabulary/ use accurate grammar, spelling and punctuation Skills: Students can: listen to different forms of spoken language/transcribe words and short sentences that they hear with increasing accuracy/initiate and develop conversations/ express and develop ideas clearly and with increasing accuracy, both orally and in writing/speak coherently and confidently, with increasingly accurate pronunciation and intonation/read and show comprehension of original and adapted materials from a range of different sources/show comprehension of literary texts in the language [such as stories, songs, poems and letters]</p> <p>End point: NC-KS3 y9 Grammar: Students can: identify and use a variety of tenses or other structures to refer to different time frames/ use and manipulate a variety of key grammatical structures and patterns, including voices and moods/ develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues/ use accurate grammar, spelling and punctuation. Skills: Students can: listen to a variety of forms of spoken language to obtain information and respond appropriately/ transcribe words and short sentences that they hear with increasing accuracy/ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address/ express and develop ideas clearly and with increasing accuracy, both orally and in writing/ speak coherently and confidently, with increasingly accurate pronunciation and intonation/ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material/ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>						