



Year 9 SPANISH



Topic Titles

Talking about a past holiday, giving more detailed opinions, discussing our use of technology and media, talking about hobbies in more depth, Day of the dead and Christmas traditions, food and drink and cultural differences between mealtimes, discussing the importance of MFL for the future, using different tenses, Easter traditions, fashion and sporting events, talk about where we live/ local area and giving directions. Spanish films.

Intent

Students can use and manipulate a variety of key grammatical structures and patterns, give and justify opinions, use accurate grammar, spelling and punctuation, initiate and develop conversations, coping with unfamiliar language and unexpected responses, can speak coherently and confidently, with increasingly accurate pronunciation and intonation, read short, suitable texts and understand and enjoy cultural differences.

Students understand the importance of language learning, feel successful and are clear about how to make progress. Phonics, vocabulary and grammar are key and form the basis of all teaching. Cultural awareness and cultural capital are a thread running through teaching.

How will knowledge and skills be taught?

Structured and supported tasks to build confidence.

Phonics, vocabulary and grammar are key and form the basis of all teaching. Cultural awareness and cultural capital are a thread running through teaching.

Phonics – planned practice and logical progression via a short focus every lesson. High frequency vocabulary is revisited and retrieved in different contexts – non negotiables are shared with students and regularly revisited. Confidence and automaticity of recall are key. Target language use is modelled, taught and expected from students as well as teachers. Authentic materials are used but will be adapted to be appropriate.

Links with other subjects

Literacy – English. A broader knowledge of English vocabulary and more confidence in reading skills will support foreign language learning.

Humanities – Cultural knowledge is key to understanding different ways of life, customs and traditions.

Maths/Science – The application of rules and the skill of deduction are helpful tools in language learning.

Recommended Reading and Preparation for Learning

How can parents help?

Test your child when they have learning homework.

Explain the importance of learning language for cultural awareness, travel, job opportunities, making friends etc.

Learn some items with your child and model enthusiasm for language.

Encourage their interest in any cultural aspects of other countries: cooking, travel, music, popular culture.

Use the useful Spanish to use in class to help you speak more Spanish than you have to in lessons.

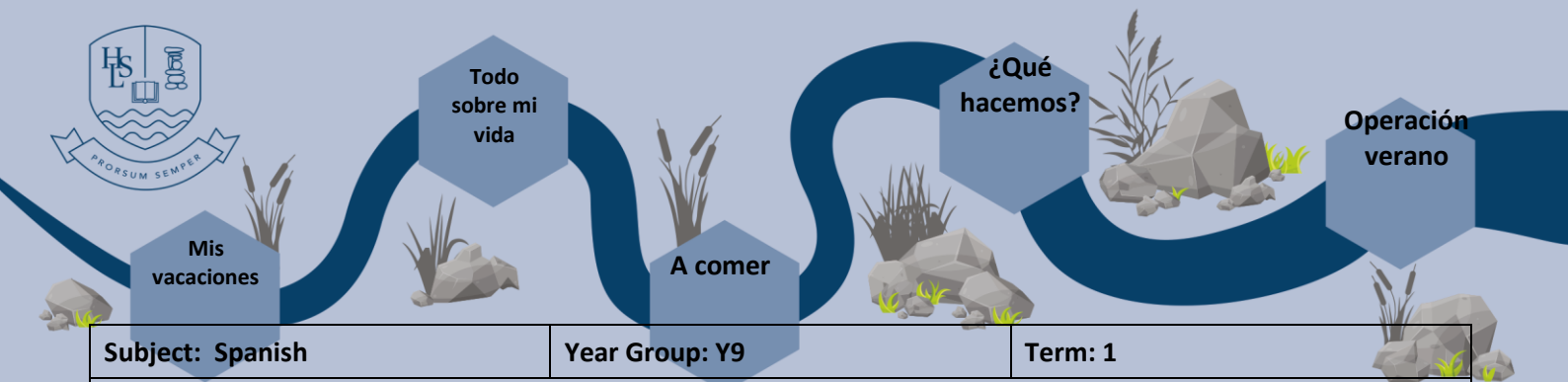
Use the non-negotiables list to help you revise and learn those key phrases which are so useful.

Explore how you learn best: flashcards, testing yourself, using i.t. copying language out, recording the sound etc.

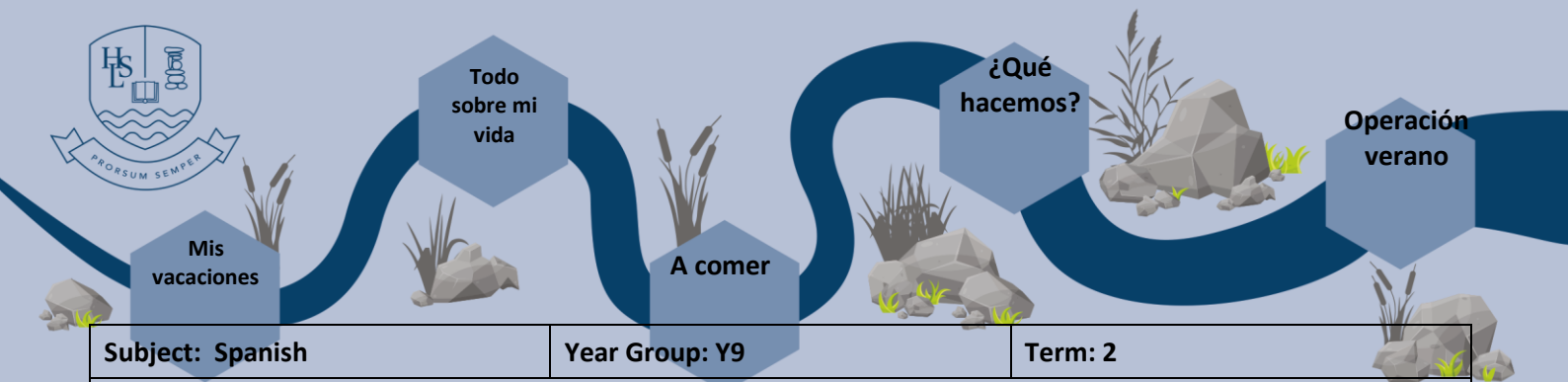
Watch a film you already know in Spanish with English subtitles.

Google something you are interested in but in Spanish.

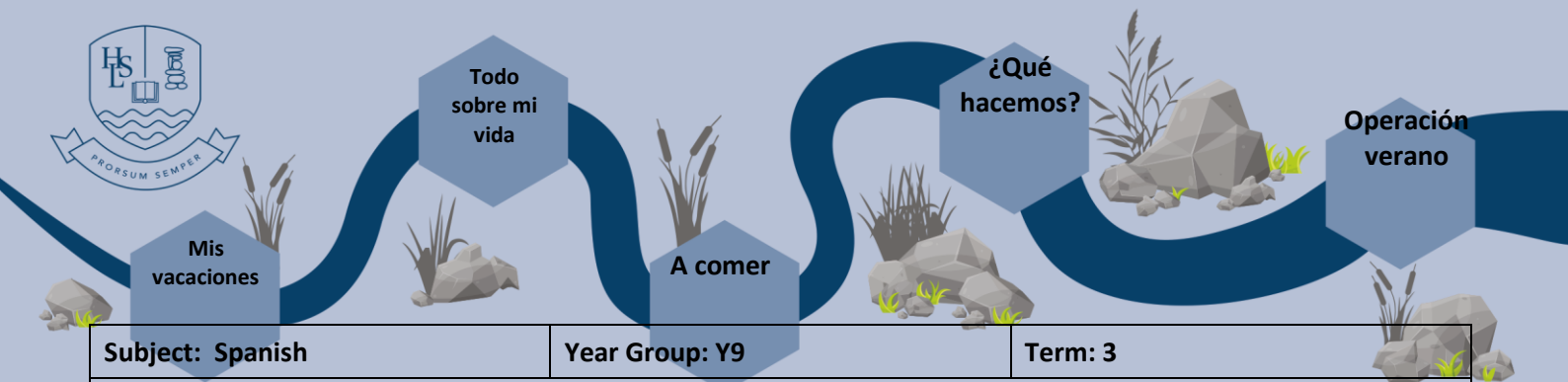
Try out Spanish you have learned in class at home or with your friends, even if you can only do half the sentence in Spanish!



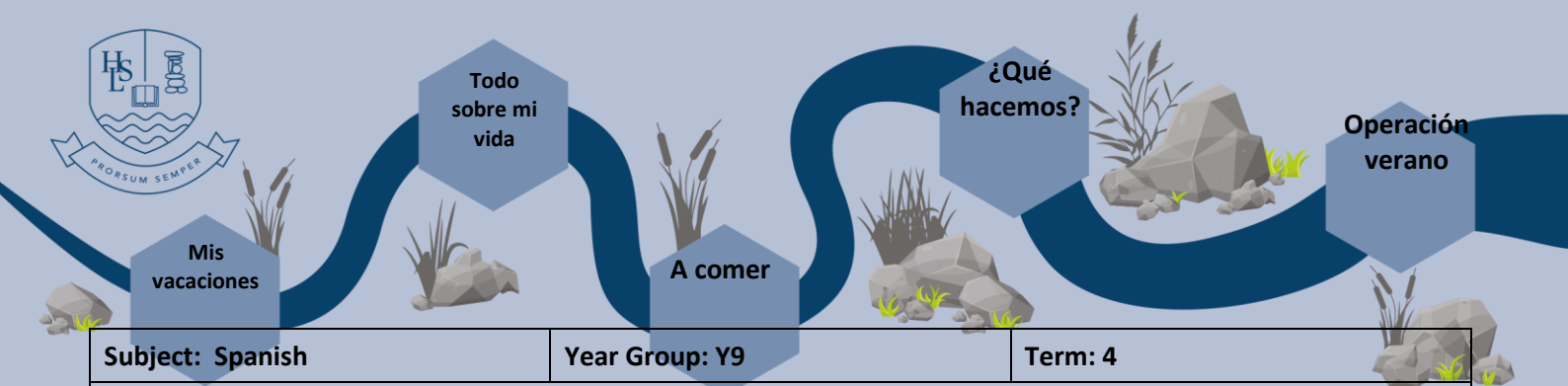
Subject: Spanish		Year Group: Y9		Term: 1	
Module/Theme: Mis vacaciones					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from year 8 including basic introductions, hobbies, school, friends and family and local area. Understand and talk about: Holidays using different tenses.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the preterite tense in detail, using regular ar/er/ir verbs in the past tense, using ser in the preterite tense. Using a range of tenses and structures.					
Prior Learning: (Context) Y8: Basic introductions, hobbies, school, family & friends, my town. Using present tense.		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: Travel and tourism, Lifestyle and wellbeing		National Curriculum Links: (Context) 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.	
RRSA Links: 7, 31			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Non negotiables test. Listening and Speaking assessment on this module topics to practise skills in exam conditions and to provide initial data for start of year 9.		
British Values Links: Individual liberty Respect and tolerance					
Eco Schools Links: Global citizenship, transport					
Reading / Enrichment: www.linguascope.com Library: reading canon books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Fui/Fue/ fuimos Con/en/a ¡Qué.... ! exclamation phrases Comí, bebí Sequencing and time expressions- el primer día, luego, más tarde, después,		Numeracy Opportunities: time frequency dates numbers prices	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



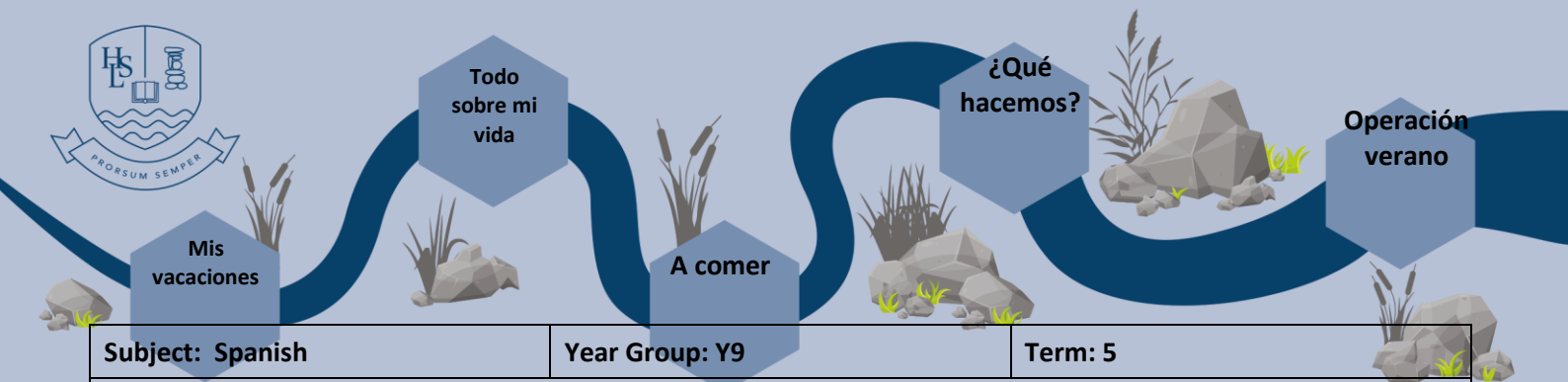
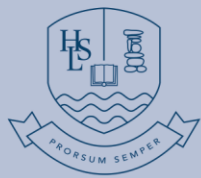
Subject: Spanish		Year Group: Y9		Term: 2	
Module/Theme: Todo sobre mi vida					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from term 1 including term 1 non negotiables and key verbs in different tenses. Understand and talk about: how we use technology, our hobbies and what we did yesterday.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using a range of tenses and structures, incorporating grammar structures to show competence including making comparisons.					
Prior Learning: (Context) Y9 Term 1 Preterite tense of regular ar/er/ir verbs and ser. Understanding/using 3 tenses.		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: Media and technology		National Curriculum Links: (Context) 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	
RRSA Links: 31, 17			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Non negotiables test. Reading assessment on this module topics to practise skills in exam conditions and to provide ongoing data.		
British Values Links: Individual liberty, mutual respect.					
Eco Schools Links: Global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading canon books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Non negotiables Term 2 Comparisons-más/menos que Range of tenses Range of opinions Frequency expressions Todos los días, a veces, de vez en cuando		Numeracy Opportunities: time frequency numbers Dates	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



Subject: Spanish		Year Group: Y9		Term: 3	
Module/Theme: Mis vacaciones					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from Term 2 including using the preterite tense. Understand and talk about: Food, meal times, ordering a meal at a restaurant and using the future tense.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the near future tense in detail, using opinions with foods. Using a range of tenses and structures.					
Prior Learning: (Context) Term 2: using technology, talking about hobbies and a range of tenses.		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: Lifestyle and wellbeing		National Curriculum Links: (Context) 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.	
RRSA Links: 31, 30, 24, 27			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Non negotiables test. Open book Writing assessment on this module topics to practise skills in exam conditions and to provide ongoing data for year 9.		
British Values Links: Individual liberty Respect and tolerance					
Eco Schools Links: Global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading canon books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Usted/ustedes Ir + a + infinitive Using 3 tenses together No/nunca/nada		Numeracy Opportunities: time frequency dates numbers prices	
Career Links: Included in regular lesson slide on “Where can languages take you?” Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



Subject: Spanish		Year Group: Y9		Term: 4	
Module/Theme: ¿Qué hacemos ?					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from Term 3 including using the near future tense. Understand and talk about: clothes and parties, using modal and reflexive verbs and a sporting event.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using modal and reflexive verbs in detail, using the conditional tense. Using a range of tenses and structures.					
Prior Learning: (Context) Term 3: talking about food, meal times, ordering a meal at a restaurant and using the future tense.		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: Lifestyle and wellbeing		National Curriculum Links: (Context) 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.	
RRSA Links: 31, 30, 27			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Non negotiables test to provide ongoing data for year 9.		
British Values Links: Individual liberty Respect and tolerance					
Eco Schools Links: Global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading canon books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Me gustaría + infinitive Querer Poder Reflexive verbs in the present tense Using 3 tenses		Numeracy Opportunities: time dates numbers prices	
Career Links: Included in regular lesson slide on "Where can languages take you?" Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					



Subject: Spanish		Year Group: Y9		Term: 5	
Module/Theme: Operación verano					
Topic Outline & Aims (Intent) Teacher assessment of and student recall of prior learning from Term 4 including using modal and reflexive verbs, using the conditional tense. Understand and talk about: holiday activities and asking for /giving directions.					
Key Skills and Knowledge taught through this topic: (Intent) Key language learning skills: classroom routines including teacher talk in TL, adding prior knowledge to current learning, wider reading and listening skills. Confidence in language learning and purpose of learning language. Response to and use of target language including chatty mat confidence building. Enjoyment of language learning. Phonics – continual practice. Grammar: using the superlative, the comparative, the imperative, se puede, mejor/peor. Using a range of tenses and structures.					
Prior Learning: (Context) Term 4: talking about clothes and parties, using modal and reflexive verbs and a sporting event.		Future Learning: (Context) KS3: More complex grammar including 3 tenses, non-negotiables, key vocabulary KS4: My neighbourhood		National Curriculum Links: (Context) 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.	
RRSA Links: 31, 30, 24			Assessment of Learning: (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking. Assessment of learning: Non negotiables test. Year 9 assessment fortnight to include foundation GCSE practice papers in Reading, Listening and Writing to provide ongoing data for year 9 and to give adequate preparation for KS4.		
British Values Links: Individual liberty Respect and tolerance					
Eco Schools Links: Global citizenship					
Reading / Enrichment: www.linguascope.com Library: reading canon books BBC Bitesize VLE resources Parallel texts		Key Vocabulary: (Literacy) Se puede(n)+infinitive El/la más... Mejor/peor que Es/está Give directions using the imperative Using 3 tenses		Numeracy Opportunities: time dates numbers prices	
Career Links: Included in regular lesson slide on “Where can languages take you?” Job adverts Discussions Youtube example videos GCHQ talk Staff quotes on where they use languages.					