



Year 9						
Subject intent	The GCSE Spanish linear course is taught over three years, starting in Year 9. It encourages students to develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of Spanish will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Context Me, my family and friends Relationships with family and friends Grammar - tener, ser and estar present tense - possessive adjectives - adjective agreement rules - reflexive verbs casarse / enfadarse / llevarse bien con - comparatives más que/menos que	Context Local, national, international and global areas of interest Home, town, neighbourhood and region Grammar - hay prepositions - use of unos, unas for 'some' - poder + infinitive - expressions of quantity - irregular verbs ir/hacer - los que/las que + verb	Context Current and future study and employment My studies Grammar - tener que/deber + infinitive - hay que + infinitive (compulsory subjects) - porque to express reasons - perfect tense regular verbs (escoger / decidir / dejar - options)	Context Identity and culture Free-time activities <ul style="list-style-type: none"> • Music • Cinema and TV Grammar - consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar - extend range of two verbs together - adverbs such as por lo general / normalmente	Context Identity and culture Free-time activities <ul style="list-style-type: none"> • Food and eating out • Sport Grammar - perfect tense using regular and common irregular verbs (lo que he hecho este fin de semana / esta mañana) - simple opinion - statements to express how it was (illustration of the imperfect)	Context Identity and culture Customs and festivals in Spanish-speaking countries / communities Grammar - preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir) - reflexive verbs in preterite; perfect and imperfect tenses together



	<ul style="list-style-type: none"> - adverbs of frequency - regular verbs in present tense - direct object pronouns - interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i> <p>Vocabulary</p> <ul style="list-style-type: none"> -¿Cómo es tu familia? -Hablando de los amigos - Relaciones con la familia 	<p><i>gustar</i></p> <ul style="list-style-type: none"> - enhancing descriptions using <i>que</i> - demonstrative adjectives: <i>este, esta, estos, estas, ese, esa, esos, esas</i> - interrogatives <i>dónde</i> and <i>por qué</i> <p>Vocabulary</p> <ul style="list-style-type: none"> - Mi casa - ¿Cómo es tu casa? - Mi casa y mi barrio 	<ul style="list-style-type: none"> - two verbs together eg <i>ir a/ esperar / gustar más</i> - comparative and superlative in expressing opinions about subjects - use of <i>tú</i> and <i>usted</i> in informal / formal exchanges <p>Vocabulary</p> <ul style="list-style-type: none"> -El instituto y las asignaturas - ¿Cómo ser un buen estudiante? - ¿Qué tal el instituto? 	<p>- <i>clauses introduced by cuando and si</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> - ¿Qué te gusta hacer? - ¿Qué haces en tu tiempo libre? - Hablando del tiempo libre y de los planes 	<ul style="list-style-type: none"> - disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i> <p>Vocabulary</p> <ul style="list-style-type: none"> - Comer y beber - Vamos a comer fuera - Una cena especial 	<ul style="list-style-type: none"> - describing a past event/festival; actions and opinions <p>Vocabulary</p> <ul style="list-style-type: none"> - Las fiestas de España: La Tomatina - Las fiestas del mundo hispano - Las fiestas de España: las Fallas
Skills	<ul style="list-style-type: none"> -Ignoring words which are not needed (reading for gist) -Including adjectives to enhance description -Adapting models 	<ul style="list-style-type: none"> -Using adjectives to enhance descriptions -Recognising key topic words in reading and listening tasks -Using quantifiers - Using different vocabulary to express the same idea 	<ul style="list-style-type: none"> -Forming longer sentences - Using the same word with different meanings - Talking to yourself for practice 	<ul style="list-style-type: none"> - Expanding statements - Giving all the information required by the question - Listening for positive and negative opinions 	<ul style="list-style-type: none"> -Using time words to express order - Using Listening techniques - Using verbal context in reading -Using common patterns between Spanish and English when reading 	<ul style="list-style-type: none"> - Using past expressions of time - Skim-reading for information - Using cognates to aid understanding - Making use of social and cultural context when reading



Subject Impact	<ul style="list-style-type: none"> - Continue to make more detailed sentences - Being able to communicate about jobs, celebrations and how people celebrate, selecting and classifying a range of adjectives and possessive adjectives. 	<ul style="list-style-type: none"> - Combine the Present and past (Perfect) tense. - Being able to decode questions, including all question words. 	<ul style="list-style-type: none"> - Use comparatives and superlatives - Use predictions to help with challenging listening passages. 	<ul style="list-style-type: none"> - Use plural adjective formation - Being able to position multiple adjectives in a sentence - Being able to place adverbs in two-verb structures 	<ul style="list-style-type: none"> - Be able to use essential verbs in new contexts - Demonstrate skills in reading/listening, translation and grammar. 	<ul style="list-style-type: none"> - Be able to recognise and use the three plural subject pronouns and verb endings with more accuracy - Be able to communicate about Latin American Culture , comparing past and present.
Assessment	Vocabulary testing Foundation/Higher Question 3- (Translation) Listening Foundation/Higher Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Foundation/Higher Question 1 Writing, Grammar	Vocabulary testing Foundation/Higher Speaking (Photo-card) Listening Foundation/Higher Question 3- (Translation)	Vocabulary testing Reading Grammar Foundation/Higher Question 2- Extended writing	Vocabulary testing Listening Foundation/Higher Question 3- (Translation) Foundation/Higher Speaking (General conversation)	End of year exam + Foundation/Higher Question 4-Extended writing