



Year 9 Subject PoS

Learning Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Loving Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Living Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond
Curriculum Intent		
<ul style="list-style-type: none"> • <i>provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</i> • The curriculum in Y9 Spanish will allow students to be able to respond to stimuli on familiar topics in both listening and reading. • Building on the MFL curriculum from KS2 and Y7 (where present tense, near future tense, opinions, descriptions and daily activities were taught) and Y8 (where the past tense was taught and consolidation of Y7 content plus this knowledge was recycled in different contexts) the Y9 Spanish curriculum continues to work on decoding sounds to develop excellent pronunciation skills. Students will continue to work on this so they can express themselves in Spanish accurately and with good, accurate intonation – this will lead to greater confidence and coherence in speaking. • It also focuses on building sentences through learning and practising clearly defined ‘chunks’ of simple language which can be recycled in different contexts in order to use and manipulate these creatively in their own independent work. This will include describing future and past events. • In terms of grammar and vocabulary, it will allow them to develop their vocabulary so that they can express themselves with a variety of simple structures. We will also seek to help to develop their vocabulary learning skills to broaden out their knowledge and consolidate showing them how they can substitute word in the sentence builder for words they know already – ie different adjectives or connectives. In terms of grammar, they will be able to use adjective agreement correctly in simple sentences, they will be able to use a variety of regular and irregular verbs (hacer, ir, ser, estar, poder, querer, deber) in the present, past perfect, past imperfect and near future and simple future tenses with increasing accuracy in a spontaneous conversation or writing task • They will also be able to recognise and use the imperfect tense with ser, estar, hacer, ir in the first instance • <i>clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</i> • Weekly vocabulary tests (low stakes) and routine testing and retrieval of previous structures is inbuilt into every lesson so that students are aware of the vocabulary they need to know, • End of unit tests include recall of vocabulary, exam style reading & listening questions in both English and TL and an exam style writing task (90 words) on the topic that they have been working on. Speaking is peer assessed and teacher assessed in the lessons. • End of topic tests are differentiated (foundation/higher) from Y8 onwards – the % of each test is recorded on centralised tracking sheets and students 		



are given a feedforward lesson to go through their corrections and identify areas of strength/weakness.

- End of year exams in Y9 build on the content from throughout the year and use exam style questions across all 4 skills to assess their performance so students can demonstrate their knowledge. We should be aiming for students targeting grades 7-9 at GCSE to be able to score highly on the Foundation papers at GCSE
- ***is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.***
- The curriculum in Y9 aims to allow students to build on their prior knowledge from Y7 and Y8 but will allow for recapping and recycling of Y7 and Y8 content where it is appropriate in order for students to make progress on the 'new' content.
- Y8 and previous Y7 Content is recycled at the start of each new topic and each new unit as appropriate – ie opinion phrases will be recycled at the start of each sequence of teaching where students will be required to give their opinions on different topics. Grammar is taught only when students have grasped the content of that grammar topic – ie students will not do the rules surrounding adjective agreement until they have learnt examples of this in practice – the practical element of recognising and using the vocabulary is paramount – 'pop up' grammar will be used once students have a secure knowledge of the content.
- Students are also taught specific memorising techniques and specific modelling techniques for tackling certain kinds of tasks to enable the skills of listening, reading, writing and speaking to develop. We follow the following basic guideline to develop a 'can do' metacognitive approach to language learning - 1. Learning Strategies are named and presented by the teacher, 2. Strategies are modelled by the teacher, 3. Strategies are practised with scaffolding (sentence builders, classwork), 4. Strategies are used without scaffolding and finally 5. Strategies uptake is verified by test and/or verbal report with student voice a part of this. Students and teachers should be aware that metacognitive strategies rely wholly on secure knowledge of the content being assessed or the task being attempted so knowledge acquisition must be explicitly explained to the students in order to ensure that they buy-in to lessons and commit to learning vocabulary and structures consistently.
- ***has high ambition for all pupils***
- All parents will be sent a letter at the start of each year with a list of the topics studied in Spanish that year with expectations in terms of weekly vocabulary tests and how they can support their child's learning at home. This letter will also reiterate our expectations in terms of behaviour in lessons and expectations of work to be completed. We have a behaviour expectations document specific to languages that again teachers will be following in lessons to ensure maximum participation. There is a focus on rewarding positive student attitudes through stars of the half term certificates sent by the Head of Faculty as well as stars of the week sent home by class teachers as well as the school reward system
- There are also opportunities for students to read literary texts (stories, songs and poems) in the TL as appropriate to the topic in Y9.
- ***Spaced Memory retrieval for all topics***
- Students are given sentence building grids' and a link to an accompanying Quizlet set at the start of each topic within a unit which contains the language they should know and be able to recall after the sequence of lessons WITHOUT use of the sentence builder– as well as at the end of each half-term - this language will be recycled and revised throughout the unit as it will be built upon as the unit progresses. At the end of each unit students will have a checklist of 'I can' statements which they can RAG rate in their books to check understanding – they can then use the sentence building grids to form a revision list along with the Quizlet set that will accompany it to revise that topic. Opportunities will be given in lessons for retrieval of 'old' vocabulary and structures as appropriate.



Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	Mis planes de futuro Describing what I will do either short term or longer term – looking at giving opinions of potential jobs that students will/won't do and why Describing future plans – university/apprenticeships and why RESPONDING to questions on these GRAMMAR – Estar, ser, formation of past participles for regular verbs REVISION – present tense of estar, haber, common connective words, reasons and opinions	14	
Autumn 2	Mis planes de futuro continued Consolidation of the future tense Imagining future developments in the world – developments in technology	14	
Spring 1	Talking about holidays (part 1) – present tense, where I go and why Talking about last year's holiday, narrating events using sequencing words Talking about a disastrous holiday – narrating events, introduction of imperfect tense to narrate events Questions in the preterite and imperfect tenses RESPONDING to questions on these tenses GRAMMAR – preterite tense combined with present tense, revision of near future tense and revision of present tense verbs and revision of conditional tense	12	
Spring 2	Talking about my dream holiday, narrating events using sequencing words Talking about a disastrous holiday – narrating events, introduction of imperfect tense to narrate events What my dream holiday might be / what my nightmare holiday might be GRAMMAR –imperfect tense conditional tense (me gustaría), si clauses (si pudiera elegir, si tuviera, si fuera...)	12	
Summer 1	Looking at customs and festivals in Spain (La Tomatina Describing an event that you went to – preterite tense, imperfect tense to narrate events, giving opinions Describing an event that you would like to see in a Spanish speaking country RESPONDING to questions on these tenses	12	



	GRAMMAR –preterite, imperfect, and conditional tenses		
Summer 2	Talking about different Spanish festivals Describing the Fair of April in Seville, Las Fallas in Valencia, FIB in Benicassim and Sanfermines in Pamplona RESPONDING to questions on these tenses Project on developing a festival and review leaflet CULTURE-Zipi y Zape	12	

Review			
Date	Comment	Staff Code	Actions?