

KS3 SPANISH YEAR 9	IMPLEMENTATION						
<p style="text-align: center;">INTENT</p>	<p>Advent 1 Context: KS3→KS4 Bridge (1) Key Vocabulary: Viva 1/2 Vocabulary + Punto de Partida 1 sin embargo/casi nunca/a menudo</p> <p>Prior Learning/LTM: present/preterite/future ('I' and 'we' forms)/ opinions/expressions of frequency/y/pero/ también/ además/o/ cuando</p>	<p>Advent 2 Context: KS3→KS4 Bridge (2) Key Vocabulary: Viva 1/2 Vocabulary + Punto de Partida 2 present tense/stem/ ending (he/she/it)/me interesa/demasiado/ mejor que/peor que/tan... como...</p> <p>Prior Learning/LTM: opinions/adjective agreement/comparatives/ present timeframe markers/present tense regular -ar verb ('I' and 'we' forms)/qualifiers</p>	<p>Lent 1 Context: KS3→KS4 Bridge (3) Key Vocabulary: Viva 1/2 Vocabulary + Punto de Partida 3 present tense/stem/ending (they)/adjective agreement with words ending in -or and -ista/puedo + ser</p> <p>Prior Learning/LTM: expressions of frequency/ possessive adjectives (singular)/adjective agreement/es/tiene/puedo present tense ('I', 'we', 'he she/it' forms)</p>	<p>Lent 2 Context: KS3→KS4 Bridge (4) Key Vocabulary: Viva 1/2 Vocabulary + Punto de Partida 4 present tense ('I', 'we' 'he/she/it' and 'they' forms)/aunque</p> <p>Prior Learning/LTM: present timeframe markers/past timeframe markers/definite and indefinite article/ juego/jugué/hago/hice sin embargo</p>	<p>Pentecost 1 Context: KS3→KS4 Bridge (5/6) Key Vocabulary: Viva 1/2 Vocabulary + Punto de Partida 5/6 no...ni...ni/tampoco/si/ donde/desde hace</p> <p>Prior Learning/LTM: numbers 1-100/muchos unos/superlative/al/a la/e/ directions/time/reflexive verb/tener que/hay que/ impersonal verb</p>	<p>Pentecost 2 Context: KS3→KS4 Bridge (7/8) Key Vocabulary: Viva 1/2 Vocabulary + Punto de Partida 7/8 siempre/ahora/suelo + infinitive</p> <p>Prior Learning/LTM: soy/es/me gustaría/está/ hay/siempre/(casi) nunca porque/aunque/voy a/ quiero</p>	
	<p>Listen understand and transcribe a variety of spoken language.</p>				✓	✓	
	<p>Speak confidently and accurately. Cope with unfamiliar language and formal modes of address.</p>		✓	✓			✓
	<p>Read understand and translate a range of different sources including literary texts.</p>				✓	✓	
	<p>Write creatively and translate using an increasingly wide range of vocabulary and grammar.</p>	✓					✓
	<p>Grammar: Identify and use three tenses together as well as other structures which convey timeframes.</p>	✓	✓	✓	✓	✓	✓
	<p>Grammar: Manipulate a variety of grammatical structures and patterns.</p>	✓	✓	✓	✓	✓	✓
	<p>Grammar: Use accurate grammar, spelling and punctuation.</p>	✓	✓	✓	✓	✓	✓
	<p>Vocabulary: Use a wide-ranging vocabulary, beyond immediate needs, to communicate opinions and discuss wider issues.</p>	✓	✓	✓	✓	✓	✓
<p style="text-align: center;">IMPACT</p>	<p>Assessment: Steps 1-7 Writing (40 words; F/H) Progression to KS4: Theme 2 Expressions of Frequency Paper 4: W (F:Q4/H:Q1)</p>	<p>Progression to KS4: Theme 3 Superlatives: el/la más ... Paper 2: Speaking</p>	<p>Assessment: Steps 1-8 Speaking (Photo Card) Progression to KS4: Theme 1 <u>R:</u> puedo + ser Paper 2: Speaking</p>	<p>Progression to KS4: Theme 1 <u>L:</u> aunque Paper 1: Listening</p>	<p>Assessment: Steps 1-9 Listening and Reading Progression to KS4: Theme 2/1 Complex: tampoco Paper 3: Reading</p>	<p>Progression to KS4: Theme 3/2 Complex: soler + infinitive Paper 2: Speaking</p>	