

KS3 SPANISH YEAR 9		IMPLEMENTATION				
INTENT	Advent 1 Context: Free Time/Festivals Key Vocabulary: Module 1 Vocabulary present/near future/ preterite (he/she/it) me chifla/me flipa/me mola/ casi todos los días/muy a menudo/así que/quizás/ creo que/pienso que/lo pasé + adjective Prior Learning/LTM: present/preterite/near future (I and we forms)/ three tenses together/ impersonal verb/Opinions Link words/Timeframes	Advent 2 Context: The World of Work Key Vocabulary: Module 2 Vocabulary por eso/a ver/bueno/pues Prior Learning/LTM: conditional/near future/ three tenses together/ tengo que/me gustaría/ quiero/creo que/pienso que	Lent 1 Context: Healthy Living Key Vocabulary: Module 3 Vocabulary direct object pronoun/ stem changing verb (I/we/he/she/it)/ reflexive verb (I/we/he/ she/it)/casi nunca/para + infinitive/ (no) se debe/me duele(n)	Lent 2 Context: World Issues/Environment Key Vocabulary: Module 4 Vocabulary poder (I/we/he/she/it)/ adjectives of nationality/ present (they)/imperfect/ (no) se debería/había/ tenía/estaba/era/antes/ ahora Prior Learning/LTM: present/stem changing verbs (I/we/he/she/it)/ possessive adjective (s)/ adjective agreement/ conditional/(no) se debe/ para + infinitive/ hay/ tiene/ está/es	Pentecost 1 Context: A Visit to a Spanish City Key Vocabulary: Module 5 Vocabulary demonstrative adjective/ simple future/complex sentence/ tener hambre/ tener sed/ tener sueño/tal vez/si + present + future/ hay que/temenos que Prior Learning/LTM: masculine/feminine/ singular/plural/superlative/ comparative/sequencer/ tengo/tiene/quiero/tengo que	Pentecost 2 Consolidation/Revision Baseline Test (Year 10)
	Listen understand and transcribe a variety of spoken language.			✓	✓	✓
	Speak confidently and accurately. Cope with unfamiliar language and formal modes of address.	✓	✓			✓
	Read understand and translate a range of different sources including literary texts.			✓	✓	✓
	Write creatively and translate using an increasingly wide range of vocabulary and grammar.	✓	✓			✓
	Grammar: Identify and use three tenses together as well as other structures which convey timeframes.	✓	✓	✓	✓	✓
	Grammar: Manipulate a variety of grammatical structures and patterns.	✓	✓	✓	✓	✓
	Grammar: Use accurate grammar, spelling and punctuation.	✓	✓	✓	✓	✓
	Vocabulary: Use a wide-ranging vocabulary, beyond immediate needs, to communicate opinions and discuss wider issues.	✓	✓	✓	✓	✓
IMPACT	Assessment: Steps 1-7 Writing (90 words: F/H) Progression to KS4: Theme 2 Expressions of Frequency Paper 4: W (F:Q5/H:Q2)	Progression to KS4: Theme 3 Superlatives: el/la más ... Paper 2: Speaking	Assessment: Steps 1-8 Speaking (Role Play) Progression to KS4: Theme 1 R: puedo + ser Paper 2: Speaking (Part 1)	Progression to KS4: Theme 1 L: aunque Paper 1: Listening	Assessment: Steps 1-9 Listening and Reading Progression to KS4: Theme 2/1 Complex: tampoco Paper 1/3: Listening/Reading	

