

Roundwood Park School

Spanish



Curriculum Map

Year 9 only

Skills descriptors

Listening

Speaking

Reading

Writing

Vocabulary and Grammar

Year 9 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 9 Half Term 1	Introducing yourself and talking about your life	<ol style="list-style-type: none"> 1. The alphabet and pronunciation in Spanish 2. Giving your personal details 3. Describing people using adjectives 4. Giving your age with tener and giving your birthday 5. Saying what pets you have using tener 6. End of mini unit assessment 7. Saying what you like doing using gustar 8. The weather 9. Using hacer and jugar to talk about hobbies 	<p>Speaking Speaking Vocab & Grammar Vocab & Grammar/ Listening Reading/ Listening Writing + mixed skills* Speaking / Vocab & Grammar Vocab & Grammar/ Speaking Writing/Vocab & Grammar</p>
YEAR 9 Half Term 2	Talking about school	<ol style="list-style-type: none"> 1. End of mini unit assessment 2. Talking about your school timetable 3. Giving opinions on your school subjects 4. Describing your school using hay... 5. Using the present tense to talk about what you do at school 6. End of mini unit assessment 	<p>Speaking + mixed skills* Reading/ Writing Vocab & Grammar/ Listening Speaking Vocab & Grammar/ Writing Writing + mixed skills*</p>
YEAR 9 Half Term 3	Describing your family and where you live	<ol style="list-style-type: none"> 1. Family members using tener 2. Describing family members 3. Physical descriptions 4. Describing where you live 5. Places in town 6. Opinions on town 7. What you do in town 8. Future tense 9. What you will do in town 10. What you would like to do in town 	<p>Vocab & Grammar Reading/Listening Vocab & Grammar/ Speaking Writing Vocab & Grammar/ Listening Speaking Writing/ Reading Vocab & Grammar Writing Vocab & Grammar</p>
YEAR 9 Half Term 4	Holidays	<ol style="list-style-type: none"> 1. End of unit mini assessment 2. Talking about a past holiday 3. The preterite of ir 4. The preterite of –ar verbs to talk about a holiday 5. The preterite of –ir and –er verbs to talk about a holiday 6. Giving your opinion on your holiday using the preterite of ser 7. Talking about a future holiday using ir+infinitive 8. Using three tenses together to talk about holidays 9. End of unit mini assessment. 	<p>Speaking + mixed skills* Listening Vocab & Grammar/ Reading Vocab & Grammar/ Listening Writing/ Vocab & Grammar Speaking Vocab & Grammar/ Writing Speaking/ Writing Writing + mixed skills*</p>

YEAR 9 Half Term 5	Grammar focused revision to prepare GCSE course	<ol style="list-style-type: none"> 1. Revision of the present tense in relation to all topics 2. Revision of the future and conditional tense in relation to all topics 3. Revision of the preterite tense 4. Revision of gustar like verbs and adjectives 5. Extended speaking assessments 	Vocab & Grammar/ Listening Vocab & Grammar/ Reading Vocab & Grammar/ Writing Vocab & Grammar/ Speaking Speaking
YEAR 9 Half Term 6	Skills focused revision to prepare exam technique & end of year exams and film project.	<ol style="list-style-type: none"> 1. Revision and learning techniques 2. Revision of all modules 3. End of year exams 4. End of year film project 	4 skills (not speaking) 4 skills (not speaking) 4 skills (not speaking) Listening/Speaking

MASTERING + Achieving above Mastering stage.
MASTERING Students understand longer and more varied passages, spoken at near normal speed, which may contain some unpredictable elements, different time frames and a range of structures.
SECURING Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.
DEVELOPING Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.
ACQUIRING Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.

MASTERING + Achieving above Mastering stage.
MASTERING Students initiate and engage in longer stretches of conversation (2-3 minutes) and cope with some unpredictable questions or responses. Students try out more ambitious language and give more developed responses on a range of topics, which go beyond personal, everyday issues.
SECURE Students take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.
DEVELOPING Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.
ACQUIRING Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.

MASTERING +
<p>MASTERING</p> <p>Students understand longer, varied texts which may contain some unpredictable elements, different time frames and a range of structures. Students can translate short passages into English from any of the previously studied topics.</p>
<p>SECURING</p> <p>Students understand written passages of approx. which may contain a few unpredictable elements, including a range of structures and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.</p>
<p>DEVELOPING</p> <p>Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.</p>
<p>ACQUIRING</p> <p>Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.</p>

<p>MASTERING + Achieving above Mastering stage.</p>
<p>MASTERING</p> <p>Students can write extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics. The writing produced is pleasant to read as students use a range of more complex structures (perhaps with some errors) as well as accurate straightforward language. Students can also translate a paragraph from English from previous and current topics.</p>
<p>SECURE</p> <p>Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.</p>
<p>DEVELOPING</p> <p>Students write from memory at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.</p>
<p>ACQUIRING</p> <p>Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.</p>

MASTERING + Achieving above Mastering stage.
MASTERING Students can recall and use 60 verbs, selecting and forming the correct tense with familiar and researched language, with some errors, and can form the imperative, use direct object pronouns and some conjunctions. Students can also use 150 cognate and 125 non-cognate words.
SECURING Students can recall and use 50 verbs, selecting and forming the correct time frame, albeit with some errors, and can use several modal verb + infinitive constructions, a variety of negative forms, and superlatives, and use 100 cognate and 100 non-cognate words.
DEVELOPING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.
ACQUIRING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.