

# MFL

## Year 9: Spanish

<p><b>Assessment Opportunities</b> Students in Year 9 are assessed on two skills per half term.</p> <p><b>Reading &amp; Understanding</b> <b>Speaking &amp; Reading Aloud</b> <b>Listening &amp; Responding</b> <b>Writing &amp; Translation</b></p>	<p><b>Literacy/Reading opportunities</b> Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in Spanish, in addition to realia.</p> <p>Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.</p>	<p><b>CEIAG Links</b></p> <p>Students are prepared for spontaneous questioning that could arise in an interview/workplace as well as improving confidence in giving opinions, pronunciation and intonation.</p> <p>Students are prepared to be able to listen and respond, skills which are needed in interviews and lectures.</p> <p>Students expand skills of transcription and translation which require accuracy and attention to detail. These are all skills needed in the workplace and at university.</p>
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### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## Year 9 Spanish Modern Foreign Language Department Scheme of Learning

Half term 1.2

[Viva-3-Modulo-2-KO.pdf](#)

Topic and Link to Viva 3	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<b>Week 1</b> <b>Unidad 1</b> <b>pp. 30–31</b> <b>Hotel Desastre</b>	TBAT say what you have to do at work  TBAT use tener que	GV3 Opinions and discussions  LC3 Conversation  LC5 Accurate pronunciation and intonation	tener que + infinitive	<i>En qué trabajas?</i> <i>soy cocinero/a</i> <i>soy peluquero/a</i> <i>soy jardinero/a</i> <i>es...</i> <i>duro, difícil,</i> <i>estresante,</i> <i>repetitivo</i> <i>ayudar a los clientes</i> <i>preparar la comida</i> <i>servir comida</i> <i>contestar el teléfono</i> <i>cortar pelo</i> <i>hacer reservas</i> <i>hacer la cama</i>	Sound of the week: QU  Sounds like English C in “car”	

<p><b>Week 2</b> <b>Unidad 2</b> <b>pp. 32–33</b> <b>¿En qué te gustaría trabajar?</b></p>	<p>TBAT say what job you would like to do</p> <p>TBAT use correct adjective agreement</p>	<p>GV1 Tenses</p> <p>GV3 Developing vocabulary</p> <p>LC6 Reading comprehension</p>	<p>adjective agreement</p>	<p><i>¿Qué te gustaría hacer?</i> <i>¿Qué no te gustaría hacer nada?</i> <i>Me gustaría... trabajar en una oficina</i> <i>trabajar al aire libre</i> <i>sociable</i> <i>organizado/a</i> <i>hablador(a)</i> <i>paciente</i> <i>ambicioso/a</i></p>	<p>Sound of the week: hard G</p> <p>Sounds like English G in “garden”</p>	
<p><b>Week 3</b> <b>Unidad 3</b> <b>pp. 34–35</b> <b>¿Qué tal ayer en el trabajo?</b></p>	<p>TBAT say what you did at work yesterday</p> <p>TBAT use the preterite tense of regular verbs</p>	<p>GV1 Tenses (preterite)</p> <p>LC1 Listening and responding</p> <p>LC4 Expressing ideas (speaking)</p>	<p>Preterite tense of regular verbs</p>	<p><i>llegué</i> <i>hablé</i> <i>jugué</i> <i>comí</i> <i>bebí</i> <i>escribí</i> <i>escuché</i> <i>dormí</i> <i>perdí</i></p>	<p>Sound of the week: soft G</p> <p>Sounds like a harsh, throaty H</p>	<p><b>Checkpoint:</b> <b>Peer Assessed</b></p>

Topic & Link to Viva 3	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<b>Week 4</b> <b>Unidad 4</b> <b>pp. 36–37</b> <b>¿Cómo es un día típico?</b>	TBAT describe your job  TBAT use the present and the preterite together	GV1 Tenses (present and preterite)  LC4 Expressing ideas (writing)	Using the present and the preterite together  The verb ir in the preterite tense	<i>fue + opinions</i> <i>primero</i> <i>luego</i> <i>después</i> <i>estudié</i> <i>pasé</i> <i>trabajé</i> <i>hice</i>	Sound of the week: J  Sounds like a harsh, throaty H	
<b>Week 5</b> <b>Unidad 5</b> <b>pp. 38–39</b> <b>Mi diccionario y yo</b>	TBAT check for accuracy and look up new words  TBAT use reference materials	GV4 Accuracy  LC8 Translation into Spanish	Grammar review	Review of language from the module	Sound of the week: N  Sounds similar to English NY in “canyon”	

Topic & Link to Viva 3	Learning Intentions  TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<b>Week 6</b> <b>Zona</b> <b>Lectura pp. 40-41</b> <b>El día del trabajo</b>	TBAT cope with authentic texts  TBAT skim and scan a text	LC6 Reading comprehension  LC7 Literary texts		Review of language from the Module	Sound of the week: V  Sounds the same as letter B, as in English "ball"	<b>Reading and Translation into Spanish: Collective Feedback</b>  <b>Extended Writing: Personalised Feedback</b>

Explicit link to CEAIG in year 9	Career industry/ sector link
<p>To prepare students for spontaneous conversation where they are expected to express ideas and opinions that could arise in an interview/workplace.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</p>	
<p>To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p>	
<p>To encourage skills such as 'reading and listening for the gist' or 'scanning' which can be taken into any job role to save time and be efficient. Other skills such as listening and responding would also help in a business or university environment</p>	