

# 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> 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 3.1

[Viva-3-Modulo-5-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. 98–99</b> <b>¡Mucho gusto!</b>	TBAT meet and greet people  TBAT use expressions with tener	GV2 Grammatical structures (expressions with tener)  LC3 Conversation (using modes of address)  LC4 Speaking coherently and confidently	The verb tener  Introducing people	<i>Tengo.... / ¿Tienes...?</i> <i>Hambre, sed, sueño</i> <i>Quiero</i> <i>¿Puedo...?</i> <i>acostarme, ducharme</i> <i>mandar un SMS</i> <i>¿Quieres...?</i> <i>beber / comer algo</i>	Sound of the week: AI <i>Sounds like</i> <i>English word</i> “eye”	
<b>Week 2</b> <b>Unidad 2</b> <b>pp. 100–101</b> <b>La caza del tesoro</b>	TBAT talk about a treasure hunt  TBAT use the superlative	GV2 Grammatical structures (the superlative)  LC4 Expressing ideas (writing)	Using the superlative	<i>¿Adónde hay que ir?</i> <i>Hay que...</i> <i>ir, visitar, coger</i> <i>primero hay que...luego...finalmente...</i>	Sound of the week: UE  <i>Sounds like “we” in English “west”</i>	<b>Checkpoint: Peer Assessed</b>

<p><b>Week 3</b>  <b>Unidad 3</b>  <b>pp. 102–103</b>  <b>Mi día favorito</b></p>	<p>TBAT describe a day trip</p> <p>TBAT use the preterite of irregular verbs</p>	<p>GV1 Tenses (preterite)</p> <p>LC1 Listening and responding</p> <p>LC4 Expressing ideas (speaking)</p>	<p>Using the preterite tense of irregular verbs</p>	<p><i>hice muchas cosas</i>  <i>fui con mi amigo</i>  <i>fuimos en metro</i>  <i>visitamos el zoo</i>  <i>visité el aviario</i>  <i>vi los tucanes</i>  <i>monté en el 'auto-tren'</i>  <i>saqué fotos</i>  <i>fuimos a la cafetería</i>  <i>bebí horchata</i>  <i>comí un bocadillo</i>  <i>vimos la exhibición</i>  <i>compré una gorra y una camiseta</i></p>	<p>Sound of the week:  EU</p> <p><i>Treat as two separate sounds</i>  <i>"eh" and "oo"</i>  <i>placed together</i></p>	
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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. 104–105</b> <b>En la tienda de recuerdos</b>	TBAT discuss buying souvenirs  TBAT use tú and usted	GV3 Developing vocabulary GV4 Accuracy LC3 Modes of address	The comparative  Different words for 'you'	<i>¿Qué vas a comprar?</i> <i>un imán</i> <i>un llavero</i> <i>un collar</i> <i>un abanico</i> <i>turrón</i> <i>una camiseta</i> <i>una figurita</i> <i>una taza</i> <i>barato/a</i> <i>caro/a</i> <i>feo/a</i> <i>precioso/a</i> <i>útil</i>	Sound of the week: AU  Sounds like OU in English "house"	

<p><b>Week 5</b> <b>Unidad 5</b> <b>pp. 106–107</b> <b>Mi último día en Madrid</b></p>	<p>Discussing the final day of a visit Using three tenses</p>	<p>GV1 Tenses (present, preterite and near future) LC6 Reading comprehension LC8 Translation into Spanish</p>	<p>The present, the preterite and the near future tense of regular verbs</p>	<p><i>¿Qué vas a hacer mañana?</i> <i>Voy a...</i> <i>hace sol</i> <i>hace viento</i> <i>hace buen tiempo</i> <i>hace calor</i> <i>hace frío</i> <i>llueve</i></p>		<p><b>Listening and Dictation: Collective Feedback</b>  <b>Speaking and Reading Aloud: Personalised Feedback</b></p>
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Explicit link to CEAIG in year 9	Career industry/ sector link
<p>To prepare students to be able to converse with confidence, accuracy and the correct form of address (manners) as well as listening and responding well. These skills are needed in interviews and lectures.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives as well as encouraging checking for accuracy in spelling and grammar use. 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 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>	