**VOCABULARY GRAMMAR PHONICS**

Carmel College Curriculum Implementation – KS3 Long Term Plan Subject: **Spanish**

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|  | Year 7 | Year 8 | Year 9 |
| Autumn half term 1  Sequential knowledge and skills |  | **¡Vamos!**  **VOCABULARY**  **(see Y8 vocab booklet for exact words)**   * Introducing myself and using greetings * How are you feeling and classroom instructions / language. * numbers 1-12 and age * alphabet and spelling your name. * months and numbers to 31   **GRAMMAR**   * Present Tense for some irregular verbs – tener / estar / ser ​ * Classroom instructions and request for permission using modal verbs. * Question words.​ * Indefinite articles / definite articles * Plurals.​ * First and third person singular and third person plural of regular (AR) verbs * Possessive adjectives ​ * Agreement of adjectives ​ * Intensifiers ​   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * ano / año * soy / tengo * bailo / bailó * lama / llama | **Mi pueblo y la vida sana**  **VOCABULARY**  **(see Y9 vocab booklet for exact words)**   * Introduction to places of interest in my town * Descriptions of buildings / places - revision of adjectives.  **⭯** * Introducing the verb *ir* and where I go in town. * Directions and getting around. * What I like to do at home / in my area **⭯** * Introduction of the weather with verbs / activities / time. * What I do when the weather is good / bad.   **GRAMMAR**   * Revision of ‘hay’ and ‘se encuentra’ **⭯** * The verb ‘ir’ in the present tense. * Adjectival agreement * Al, a la, a los, a las * Using the imperative * Opinion + infinitive constructions * Weather and ‘cuando’/’si’ * Irregular verbs in the present tense.   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * piscina * cine * gimnasio * castillo * plaza |
| Autumn assessment |  | **Summative Assessment made up of some or all the following:**  **VOCABULARY**  listening comprehension, reading comprehension, translation into English, translation into TL.  **GRAMMAR**  Testing of adjectives, verbs / tenses, gender of articles, prepared writing  **PHONICS**  Transcription, prepared speaking, identifying sounds and silent letters. | **Summative Assessment made up of some or all the following:**  **VOCABULARY**  listening comprehension, reading comprehension, translation into English, translation into TL.  **GRAMMAR**  Testing of adjectives, verbs / tenses, gender of articles, prepared writing  **PHONICS**  Transcription, prepared speaking, identifying sounds and silent letters. |
| Autumn half term 2  Sequential knowledge and skills |  | **¡Vamos!**  **VOCABULARY**  **(see Y8 vocab booklet for exact words)**   * Countries and nationalities * Brothers and sisters * Introducing other family members * introduction of pets with colours * physical descriptions (hair and eyes) **⭯**   **GRAMMAR**   * Present Tense for some irregular verbs – tener / ser **⭯** * Classroom instructions and request for permission using modal verbs. * Question words.​ * Indefinite articles / definite articles * Plurals.​ **⭯** * First and third person singular and third person plural of regular (ER verbs) verbs ​ * possessive adjectives ​ * agreement of adjectives ​ **⭯** * intensifiers ​   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j ⭯ * rr * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * soy / tengo \_\_\_ años **⭯** * bailo / bailó * lama / llama * España / español(a) * Inglaterra / inglés(a) | **Mi pueblo y la vida sana**  **VOCABULARY**  **(see Y9 vocab booklet for exact words)**   * Introduction to the near future – what I am going to do in my town this weekend. * What I am going to do when I am older * Introduction to food and drink items * What I eat / drink during the day * Describe if my lifestyle is healthy or unhealthy and why * Introduce body parts * Describe pains and illnesses   **GRAMMAR**   * The near future * ‘Ir’ in the present tense **⭯** * Gender of food and drink items * Revision of ER verbs (comer, beber) **⭯** * ‘Ser’ in the present tense **⭯** * Adjectival agreement **⭯** * Plural nouns **⭯**   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * voy * jugar * ver * mantequilla * naranja * cabeza |
| Continuous assessment |  | **Formative Assessment made up of the following:**  Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) | **Formative Assessment made up of the following:**  Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) |
| Spring half term 3  Sequential knowledge and skills |  | **Mi vida en el colegio**  **VOCABULARY**  **(see Y8 vocab booklet for exact words)**   * In my school bag / in my pencil case * School items with colours * School subjects * Opinions of school subjects * School timetable * Describing my teachers **⭯** * School uniform, colours **⭯** * My school day   **GRAMMAR**   * Present tense for some irregular verbs – tener / ser **⭯** * Placement of adjectives in a sentence **⭯** * Gender of subjects * Agreement of adjectives / opinions ​ **⭯** * Indefinite articles / definite articles * Plurals​ **⭯** * First and third person singular and third person plural of regular (AR verbs) verbs ​ **⭯.** Introduction of ‘estudiar’ * Irregular verbs like ‘hacer’   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j / rr ⭯ * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * Inglaterra / inglés * España / español * Educación * Geografía * Dibujo * Me odio, me prefiero etc. | **Los pasatiempos y las fiestas**  **VOCABULARY**  **(see Y9 vocab booklet for exact words)**   * Genres of TV show, film and music * Musical instruments we play using ‘tocar’ * Sports and hobbies with ‘jugar’ and ‘practicar’ using present **⭯** and past * Saying when and where I do sports * Giving my opinion on different sports and hobbies **⭯** * Describing the technology we have / use * Regular present tense verbs -AR (escuchar / descargar / guardar etc) **⭯** * Using negatives to say what you don’t do online * Introducing adverbs of frequency to talk about technology * Social networks pros and cons * How we are going to use technology this weekend   **GRAMMAR**   * The present and past tense of AR, ER and IR verbs * Using ‘al’ after ‘jugar’ * Revision of opinions and adjectival agreement ​ **⭯** * Present tense of ‘jugar’ and ‘practicar’ **⭯** * Spanish word order in sentences **⭯** * Definite articles and gender of nouns * Indefinite articles / definite articles * Plurals.​ **⭯** * Making verbs negative * The near future tense   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * vaqueros * xilófono * jugáis * baloncesto * equitación * gimnasio * prefiero * porque * tecnologia |
| Spring assessment |  | **Summative Assessment made up of some or all the following:**  **VOCABULARY**  listening comprehension, reading comprehension, translation into English, translation into TL.  **GRAMMAR**  Testing of adjectives, verbs / tenses, gender of articles, prepared writing  **PHONICS**  Transcription, prepared speaking, identifying sounds and silent letters. | **Summative Assessment made up of some or all the following:**  **VOCABULARY**  listening comprehension, reading comprehension, translation into English, translation into TL.  **GRAMMAR**  Testing of adjectives, verbs / tenses, gender of articles, prepared writing  **PHONICS**  Transcription, prepared speaking, identifying sounds and silent letters. |
| Spring half term 4 Sequential knowledge and skills |  | **Mi vida en el colegio**  **VOCABULARY**  **(see Y8 vocab booklet for exact words)**   * School timetable * Describing my teachers **⭯** * School uniform, colours **⭯** * My school day   **GRAMMAR**   * Present Tense for some irregular verbs – tener / ser **⭯** * Placement of adjectives in a sentence **⭯** * Gender of items of clothing * agreement of adjectives / opinions ​ **⭯** * Indefinite articles / definite articles * Plurals.​ **⭯** * First and third person singular and third person plural of regular (ER verbs) verbs ​ **⭯.** * Irregular verbs - ‘hacer’ **⭯**   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j / rr ⭯ * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * Geografía * Cuatro / cuarto * A las / a la * Me despierto / Me levanto / Me ducho | **Los pasatiempos y las fiestas**  **VOCABULARY**  **(see Y9 vocab booklet for exact words)**   * Introduction to different celebrations in Spain and Spanish-speaking countries * Describing Christmas in detail * Describing a recent celebration * Celebrations across the world * Recognise the importance of specific dates * Describing my favourite celebration and why   **GRAMMAR**   * The present tense of AR, ER and IR verbs **⭯** * The past tense of AR, ER and IR verbs **⭯** * Avoidance of the passive i.e. ‘se celebra’ * Using a range of time phrases * Opinions with justifications **⭯** ​   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * navidad * pavo * luz / luces * España * Venezuela |
| Continuous assessment |  | **Formative Assessment made up of the following:**  Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) | **Formative Assessment made up of the following:**  Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) |
| Summer half term 5 Sequential knowledge and skills |  | **Donde vivo**  **VOCABULARY**  **(see Y8 vocab booklet for exact words)**   * Where I live - type of house / area * Describing my home and my rooms * What’s on each floor * A description of my bedroom * Describing exactly where furniture is * Chores to help around the house   **GRAMMAR**   * Present Tense of IR verbs (vivir) * Placement of adjectives in a sentence **⭯** * Gender of rooms * Using ‘hay’ and ‘se encuentra’ * agreement of adjectives / opinions ​ **⭯** * Indefinite articles / definite articles * Plurals.​ **⭯**   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation **⭯** * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * Garaje * Cocina * Pasillo * Cuarto de baño * Jardín * Hay | **GCSE Bridging Topic (Identity & Culture 1)**  **VOCABULARY**  **(see Y9 vocab booklet for exact words)**   * Revision ‘tener’ and ‘ser’ **⭯** * Family members **⭯** * Adjectives **⭯** * Physical descriptions **⭯** * Who you get on with using ‘llevarse’ and ‘pelearse’ * Marriage pros and cons   **GRAMMAR**   * Irregular verb conjugations in the present tense **⭯** * Indefinite articles **⭯** * Basic numbers **⭯** * Plurals **⭯** * Adjectival agreement **⭯** * Definite articles **⭯** * Reflexive verbs **⭯**   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * sois * hermano/hermana * padrastro/madrastra * ojos * pequeño * me llevo |
| Continuous assessment |  | **Formative Assessment made up of the following:**  Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) | **Formative Assessment made up of the following:**  Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) |
| Summer half term 6  Sequential knowledge and skills |  | **Donde vivo**  **VOCABULARY**  **(see Y8 vocab booklet for exact words)**   * A description of my bedroom * Describing exactly where furniture is * Chores to help around the house   **GRAMMAR**   * Present Tense of IR verbs (vivir) **⭯** * Placement of adjectives in a sentence **⭯** * Gender of furniture * Using ‘hay’ and ‘se encuentra’ * agreement of adjectives / opinions ​ **⭯** * Indefinite articles / definite articles * Using prepositions ‘al lado de’, ‘detrás de’ etc. * Plurals.​ **⭯** * Revision of ‘hacer’ **⭯**   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation **⭯** * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * Garaje * Cocina * Pasillo * Cuarto de baño * Jardín * Hay * A la izquierda de * Debajo de | **GCSE Bridging Topic (Identity & Culture 2)**  **VOCABULARY**  **(see Y9 vocab booklet for exact words)**   * Describing my ideal partner * Introduction to GCSE exam style questions from the reading and listening papers * Responding to a photo card question and a role play task * Using 2 tenses (present and imperfect) to compare things now to previously * Introduction to the 40/90 word written GCSE questions   **GRAMMAR**   * Introduction to the conditional tense for -AR, -ER and -IR verbs. * Use of certain irregular verbs in the conditional tense i.e. ‘sería’. * Revision of ‘hay’ **⭯** * Introduction to the imperfect tense for -AR, -ER and -IR verbs. * Use of certain irregular verbs in the imperfect tense i.e. ‘era’. * Introduction to the perfect tense for -AR, -ER and -IR verbs.   **PHONICS**   * Pronunciation rules. * How accents affect pronunciation * í / c / v / z / qu / ñ / j * **Letters will be underlined to show students that we don’t pronounce them.** * **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**   **PHONICS – some potential pitfalls**   * pareja * mujer * ojos * pequeño * hay * joven |
| Summer Exam |  | **Summative Assessment made up of some or all the following:**  **VOCABULARY**  listening comprehension, reading comprehension, translation into English, translation into TL.  **GRAMMAR**  Testing of adjectives, verbs / tenses, gender of articles, prepared writing  **PHONICS**  Transcription, prepared speaking, identifying sounds and silent letters. | **Summative Assessment made up of some or all the following:**  **VOCABULARY**  listening comprehension, reading comprehension, translation into English, translation into TL.  **GRAMMAR**  Testing of adjectives, verbs / tenses, gender of articles, prepared writing  **PHONICS**  Transcription, prepared speaking, identifying sounds and silent letters. |