

	7. 1	7. 2	7. 3	8. 1	8. 2	8. 3	9. 1	9. 2	9. 3
understand and respond to spoken and written language from a variety of authentic sources				X	X	X			X
speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	X	X	X	X			X	X	X
can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt		X	X		X		X	X	X
discover and develop an appreciation of a range of writing in the language studied				X		X		X	X
identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied			X	X	X	X	X	X	X
use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate	X	X	X	X	X		X		X
develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues				X	X	X	X	X	X
use accurate grammar, spelling and punctuation		X	X	X	X		X	X	
listen to a variety of forms of spoken language to obtain information and respond appropriately				X	X	X		X	
transcribe words and short sentences that they hear with increasing accuracy	X			X	X	X		X	X
initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	X			X	X	X		X	
express and develop ideas clearly and with increasing accuracy, both orally and in writing				X		X	X	X	X
speak coherently and confidently, with increasingly accurate pronunciation and intonation	X			X		X	X	X	
read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material					X	X	X	X	X
read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture		X		X		X	X		X
write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language		X	X	X		X			

Year	Vocab focus	Grammar focus	Key phonics
Year 7: 1 Presentate	greetings and introductions alphabet manners numbers 1-31 days months dates and birthdays opinion phrases question words adjectives llamarse	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words)</li> <li>high frequency verbs in the present tense (I form of tener, ser, estar, ir)</li> <li>Prefixes and suffixes</li> <li>Position and agreement of adjectives</li> <li>formal and informal (tú and usted)</li> <li>Sizzling structures – subjunctive and idioms</li> </ul>	Introduction of Spanish phonics & pronunciation Vowel sounds: a, e, i, o, u j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu'
Year 7: 2 Mi familia	Family members Personality Physical description Relationships with family members High frequency language Animals	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives)</li> <li>possessive adjectives</li> <li>adjective agreement</li> <li>masculine/ feminine / plural</li> <li>synonym /antonym</li> <li>high frequency verbs in the present tense (full paradigm of tener, ser and llamarse)</li> <li>Conjugation of Regular AR, ER and IR verbs into full paradigms</li> <li>Ser and Estar</li> <li>Irregular verbs (jugar and hacer)</li> <li>Modal verbs</li> <li>Infinitive structures</li> <li>Creating complex sentences using when/if</li> <li>Skimming and scanning techniques</li> <li>Formation of adverbs</li> <li>Subject pronouns</li> <li>Disjunctive pronouns (conmigo/para mi)</li> <li>Personal a e.g. a mi madre</li> <li>sizzling structures – idioms and conditional</li> </ul>	Vowel sounds: a, e, i, o, u j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu' 'que' and 'quién' Contrast 'l' and 'll'
Year 7: 3 – Las vacaciones en el future	Countries Coordinates Accommodation Transport Weather Packing a suitcase Types of holidays Booking a hotel	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators)</li> <li>Simple future, full paradigm</li> <li>Irregulars in the future tense (hacer, tener, salir)</li> <li>habrá</li> <li>en/a preposition</li> <li>Time indicators – future</li> <li>Sizzling structures – tener expressions and negatives</li> </ul>	Vowel sounds: a, e, i, o, u j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu' 'que' and 'quién' Contrast 'l' and 'll' 'cua' (cual, cuando)  Accents on question words and future tense endings
Crucial knowledge end of year 7	All students will be able to apply the present and future tenses including common irregular verbs as well as confidently use reliable recycles and the yr7 sizzling structures for the 3 topics.		

Year 8: 1 El alojamiento	Facilities at a hotel Describing areas Places in town Directions Rooms Furniture Making complaints	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators, complex opinion words)</li> <li>prepositions</li> <li>hay / no hay</li> <li>high frequency verbs in the present tense (full paradigm of tener, ser and llamarse)</li> <li>Conjugation of Regular AR, ER and IR verbs into full paradigms</li> <li>Ser and Estar</li> <li>Adjectival agreement</li> <li>Lo / lo que</li> <li>passive</li> <li>adverbs of place</li> <li>Sizzling structures – modal + infinitive, si clauses, triple verb phrases with conditional, subjunctive</li> </ul>	sounds: a, e, i, o, u j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu' Ce ca
Year 8: 2 En la ciudad	Ordering food Full / half board / self-catering Reserving a table At the supermarket At the market Snack bar Quantities Cost At the restaurant Complaining	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators, complex opinion words)</li> <li>modal verbs</li> <li>para + infinitive</li> <li>indefinite pronoun (algun / alguno)</li> <li>prepositions</li> <li>conditional</li> <li>conditional irregulars</li> <li>Sizzling structures – infinitive structures, passive voice, idioms</li> </ul>	sounds: a, e, i, o, u j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu' Ce ca
Year 8: 3 Mi tiempo libre	Hobbies Excursions Extreme sports Night time activities Time At the doctors What went wrong	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators, complex opinion words)</li> <li>near future</li> <li>despues de / antes de + infinitive</li> <li>modal verbs</li> <li>sequencing</li> <li>doler</li> <li>Sizzling structures – infinitive structures, complex opinions, impersonal verbs</li> </ul>	cu qu ue ie ll
Crucial knowledge end of year 8	Interleaving topics, structures and tenses from Year 7, all Year 8 students will be able to apply the conditional, present, simple and near future tenses including common irregular verbs and modal verbs as well as the yr8 sizzling structures for the 3 topics.		
Year 9.1 Acabo de volver de vacaciones	Present holidays Hotel Campsite Directions Past holidays Problems on holiday – trip advisor Activities on holiday Descriptions in the past Holidays next year	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators, complex opinion words)</li> <li>preterite</li> <li>rebel preterite</li> <li>imperfect</li> <li>sequencing</li> <li>narrating</li> <li>adverbs of place</li> <li>simple future</li> <li>near future</li> <li>negatives</li> <li>Sizzling structures – despues de haber, subjunctive</li> </ul>	sounds: a, e, i, o, u j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu' Ce ca
Year 9: 2 El insti	School subjects School description Facilities School uniform	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators, complex opinion words)</li> <li>present tense</li> <li>Desde hace</li> </ul>	ía, Silent h Accents on the future tense üe

	<p>Teachers School rules Problems at school Future plans post 16</p>	<ul style="list-style-type: none"> <li>• Lo + adjective</li> <li>• Lo que</li> <li>• Simple future</li> <li>• Imperfect</li> <li>• Imperatives</li> <li>• Impersonal verbs (hacer)</li> <li>• Relative pronoun (lo que/quien)</li> <li>• Infinitive structures</li> <li>• Modal verbs</li> <li>• Present Subjunctive in commonly used expressions (R)</li> <li>• Word order</li> <li>• Sizzling structures – estar + past participle, subjunctive</li> </ul>	<p>g ci, ca de j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu' Ce ca</p>
<p>Year 9.3 El trabajo</p>	<p>Jobs Advantages and disadvantages of jobs Time Post 16 studies Part time jobs Volunteer work Gap year Working abroad Importance of learning a language</p>	<ul style="list-style-type: none"> <li>• reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators, complex opinion words)</li> <li>• near future</li> <li>• simple future</li> <li>• conditional</li> <li>• infinitive structures</li> <li>• modal verbs</li> <li>• al + infinitive</li> <li>• si clauses</li> <li>• me gustaría poder + infinitive</li> <li>• subjunctive – impersonal expressions</li> <li>• Sizzling structures – idioms, estar + past participle, subjunctive</li> </ul>	<p>¡a, Silent h Accents on the future tense uie g ci, ca de j, ñ, y, silent 'h', u, ll Contrast 'v' and 'b' 'ce/ci' and 'z' 'ca/co/cu' 'rr' 'qu' Ce ca</p>
<p>Crucial knowledge end of year 9</p>	<p>Interleaving topics, structures and tenses from Year 7 and Year 8, all Year 9 students will be able to apply all Past, Now and Future tenses including the near future tense, subjunctive mood, common irregular verbs, modal verbs and infinitive structures. They will understand and apply yr9 sizzling structures for the 3 topics.</p>		

Year 10:1 la familia, health and social issues	Year 10L: 4 - La Tecnología y las redes sociales	Year 10:3 holidays and celebrations
<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Recap family members</li> <li>● Family descriptions</li> <li>● Describing relationships</li> <li>● Future plans</li> <li>● Food and drink</li> <li>● Talking about healthy and unhealthy lifestyles</li> <li>● Opinions on alcohol, smoking and drugs</li> <li>● Future health resolutions</li> <li>● Past health habits</li> <li>●</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Free time</li> <li>● Communicating online</li> <li>● Messaging</li> <li>● Mobile phones</li> <li>● Social networks</li> <li>● Technology addiction</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Spanish customs and festivals</li> <li>● Spanish living</li> <li>● Culture in Latin America</li> <li>● Las fallas</li> <li>● Las castillos</li> <li>● San fermin</li> <li>● Colacho</li> <li>● Moros y cristianos</li> <li>● La tomatina</li> <li>● El día de los muertos</li> <li>● Big numbers</li> <li>● La Navidad</li> </ul> <p>La semana santa</p>
<ul style="list-style-type: none"> <li>● Imperative; common forms including negatives</li> <li>● Negatives</li> <li>● Present subjunctive after querer</li> <li>● Expressions of agreement and disagreement</li> <li>● Immediate future</li> <li>● Tener expressions</li> <li>● Tener que</li> <li>● Deber que</li> <li>● Reflexive verbs</li> <li>● Future simple and near</li> <li>● Imperfect</li> <li>● Haber + past participles (perfect tense)</li> <li>● Desde hace with imperfect tense</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>● Comparatives</li> <li>● Present tense</li> <li>● Perfect tense</li> <li>● Por/para</li> <li>● Text talk</li> <li>● Estar + present continuous</li> <li>● Questioning</li> <li>● Había/era (There was/were/he/she/it was)</li> <li>● Verbs + prepositions</li> <li>● Cuyo/a</li> <li>●</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>● Ser and ir preterite</li> <li>● Tener and hacer preterite</li> <li>● Readical changing verbs in the preterite</li> <li>● Imperfect regular and irregular</li> <li>● Cognates</li> <li>● Hay / había</li> <li>● Imperfect with time indicators</li> <li>● Indefinite adjectives (cada,otro,todo,mismo,alguno)</li> </ul>
<b>Crucial Knowledge of Year 10</b>		
<b>Year 11: 1 - El medio ambiente y los problemas sociales</b>	<b>Year 11: 3 - El repaso</b>	<b>Year 11: 3 - El repaso</b>
<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Environmental problems</li> <li>● Local environmental problems</li> <li>● Environmental issues</li> <li>● Extreme weather</li> <li>● Recycling</li> <li>● Homelessness</li> <li>● Unemployment</li> <li>● Helping people/charity work</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● El medio ambiente y los problemas sociales</li> <li>● Las celebraciones</li> <li>● La familia y amigos</li> <li>● Mi ciudad</li> <li>● El insti</li> <li>● Tiempo libre</li> <li>● Las vacaciones</li> <li>● El trabajo</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● El medio ambiente y los problemas sociales</li> <li>● Las celebraciones</li> <li>● La familia y amigos</li> <li>● Mi ciudad</li> <li>● El insti</li> <li>● Tiempo libre</li> <li>● Las vacaciones</li> <li>● El trabajo</li> </ul>

<ul style="list-style-type: none"> <li>• Volunteer work</li> <li>• Poverty</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• La salud</li> <li>• La tecnología</li> </ul>	<ul style="list-style-type: none"> <li>• La salud</li> <li>• La tecnología</li> </ul>
<p>Grammar</p> <ul style="list-style-type: none"> <li>• Lo que</li> <li>• Pluperfect tense</li> <li>• Modal verbs + infinitive</li> <li>• Reflexives (se puede/se debe) + infinitive</li> <li>• Present subjunctive used with me encanta/me preocupa...</li> <li>• Pluperfect</li> <li>• Preterite</li> <li>• Conditional</li> <li>• Exclamations</li> <li>• Negative expressions</li> </ul>	<p>Grammar</p> <p>higher tier verbs in all tenses subjunctive</p>	<p>Grammar</p> <p>higher tier verbs in all tenses subjunctive</p>