

## Spanish at King's Academy Ringmer

End point	Knowledge acquired	Skills acquired
<b>YEAR 7 Following NCELP Scheme Of Work</b>		
<b>Term 1</b> <ul style="list-style-type: none"> <li>Describing places and locations.</li> <li>Saying what someone is like at the moment.</li> <li>Saying what someone is like in general.</li> <li>Saying what people have.</li> <li>Saying what people do</li> </ul>	<b>Essential verbs</b> <ul style="list-style-type: none"> <li>ESTAR (to be, being) - location and mood,</li> <li>SER (to be, being) - general characteristics</li> <li>TENER (to have, having)</li> </ul> (1st, 2nd, 3rd persons singular) <ul style="list-style-type: none"> <li>Indefinite articles, singular and plural nouns</li> <li>Adjectives - gender and agreement</li> <li>Yes/no questions with raised intonation</li> <li>-AR verbs in the present</li> </ul> (1st, 2nd, 3rd persons singular)	<b>Phonics:</b> <ul style="list-style-type: none"> <li>Learn sounds for vowels in Spanish a, e, i, o, u</li> <li>Contrast SSC 'I' and 'll'</li> <li>Learn hard 'ca/co/cu'</li> <li>Learn 'cu' + vowel 'cue/cua/cui'</li> <li>Learn soft 'ce/ci'</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.</li> <li>High-frequency vocabulary relevant to given context.</li> <li>Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.</li> </ul>
<b>Term 2</b> <ul style="list-style-type: none"> <li>Saying what people do and don't do.</li> <li>Numbers (1 to 12) and talking about more than one thing</li> <li>Saying what there is around you and describing it</li> <li>Talking about the location of things</li> </ul>	<b>T2</b> <ul style="list-style-type: none"> <li>Using 'no' to make a verb negative</li> <li>HAY (vs 'TIENE')</li> <li>son [SER], adjective (number, agreement with -s in relation to the verb)</li> </ul>	<b>Phonics:</b> <ul style="list-style-type: none"> <li>Concentrate on pronunciation of 'z'</li> <li>Learn SSC 'que'</li> <li>Learn SSC 'qui'</li> <li>Learn hard 'ga/go/gu'</li> <li>Learn soft 'ge/gi'</li> <li>Learn 'j'</li> <li>Contrast SSC 'n' and 'ñ'</li> </ul>

<ul style="list-style-type: none"> <li>Describing a place</li> <li>Giving and wanting (festive season and family)</li> </ul>	<ul style="list-style-type: none"> <li>Singular definite articles - el &amp; la</li> <li>Plural definite articles - los &amp; las</li> <li>DAR (to give, giving) - doy, das, da (plus noun)</li> <li>Modal verb QUERER (to want, wanting)</li> <li>- quiero, quieres, quiere (plus noun)</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>Revisiting of verbs, nouns and adjectives in relation to locations and family members.</li> </ul>
<p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>Describing family</li> <li>Describing some natural wonders of the Spanish-speaking world</li> <li>Asking and answering questions</li> </ul>	<p><b>T3</b></p> <ul style="list-style-type: none"> <li>Adjective agreement (-o, -a, number)</li> <li>tenemos, tienen [TENER]</li> <li>Adjective position</li> <li>WH questions</li> <li>HACER (to do, make)</li> </ul> <p>(1st, 2nd and 3rd persons singular)</p>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Contrast SSC 'v' and 'b'</li> <li>Contrast SSC 'r' and 'rr'</li> <li>Silent 'h'</li> <li>Revisit 'a' and 'o'</li> <li>Revisit 'e' and 'i'</li> <li>Revisit 'u'</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Deepening vocabulary knowledge through work with a challenging text.</li> <li>Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)</li> <li>Question words</li> </ul>
<p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>Talking about what you do with others (rural life)</li> <li>Talking about what people can do</li> <li>Contrasting what people must, can and want to do</li> <li>Places and locations</li> </ul>	<p><b>T4</b></p> <ul style="list-style-type: none"> <li>-AR verbs (1st person plural, -amos)</li> <li>Modal verb PODER (can, to be able to) + infinitive (positive/negative)</li> </ul>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Revisit 'l' vs 'll'</li> <li>Revisit hard 'ca/co/cu'</li> <li>Revisit 'cu' + vowel 'cue/cua/cui'</li> <li>Revisit soft 'ce/ci'</li> </ul> <p><b>Vocabulary:</b></p>

<ul style="list-style-type: none"> <li>Saying what people are like today vs in general</li> </ul>	<p>statements, yes/no questions)</p> <ul style="list-style-type: none"> <li>Modal verb DEBER (must, to have to) + infinitive</li> <li>estamos, están [ESTAR]</li> <li>de + el □ del vs de la</li> <li>somos, son [SER]</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of prototype -AR verbs</li> <li>Developing the verb lexicon</li> <li>(-AR verbs) and modal verbs</li> </ul>
<p><b>Term 5</b></p> <ul style="list-style-type: none"> <li>Describing activities (travel)</li> <li>Describing what people do</li> <li>Describing what people do (technology)</li> </ul>	<p><b>T5</b></p> <ul style="list-style-type: none"> <li>-AR verbs (3rd person plural -an)</li> <li>-ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular</li> <li>)es [SER] in infinitive sentences</li> <li>-ER and -IR verbs (present - 3rd person plural)</li> <li>WH- questions</li> </ul>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Revisit 'z'</li> <li>Revisit 'que' and 'qui'</li> <li>Revisit ll/l</li> <li>Revisit hard 'ga/go/gu'</li> <li>Revisit soft 'ge/gi'</li> <li>Revisit 'j'</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> <li>Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)</li> </ul>
<p><b>Term 6</b></p> <ul style="list-style-type: none"> <li>Discussing what people do and don't do</li> <li>Describing people and possessions</li> <li>Describing when and where people go</li> <li>Describing future plans</li> </ul>	<p><b>T6</b></p> <ul style="list-style-type: none"> <li>Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals</li> <li>possessive adjectives (mi/mis, tu/tus)</li> <li>IR (to go, going) -</li> </ul>	<p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Revisit the contrast 'n' and 'ñ'</li> <li>Revisit the contrast 'v' and 'b'</li> <li>Revisit the contrast 'r' and 'rr'</li> <li>Revisit Silent 'h'</li> <li>Revisit the full range of SSC taught this year</li> </ul> <p><b>Vocabulary:</b></p>

	<p>voy, vas, va</p> <ul style="list-style-type: none"> <li>• al vs a la - 'to'</li> <li>• IR + infinitive to express future plans (1st, 2nd, 3rd persons singular &amp; 1st person plural)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a verb lexicon (-ER and -IR verbs).</li> <li>• Deepening vocabulary and grammar knowledge through work with a challenging text.</li> </ul>
<b>YEAR 8</b>		
<p><b>Term 1 and 2: School</b></p> <p>*Talk about themselves and their lives</p> <p>*Express opinions with reasons</p> <p>*use some transactional language and more formal register</p> <p>*use common irregular verbs in present tense</p> <p>*Use of key verbs to express future plans</p> <p>*Use more complex structures (comparatives, superlative, conditional...)</p> <p>*Develop their knowledge of Hispanic culture.</p> <p>*Take part in short conversations</p>	<p><b>T1 and T2 Units:</b></p> <ul style="list-style-type: none"> <li>• My studies and Life at school</li> <li>• Subjects</li> <li>• Timetable</li> <li>• Facilities</li> <li>• Lunchtime (food + activities/clubs)</li> <li>• Uniform (clothes)</li> <li>• School rules</li> <li>• Future plans</li> <li>• Cultural awareness relating to Spanish schools</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense regular –AR verbs (focus on 'I' and 'we').</li> <li>• Definite and indefinite articles</li> <li>• Opinions</li> <li>• Verb-noun plural agreement (gustan)</li> <li>• Present tense regular –ER and –IR verbs</li> <li>• Comparatives</li> <li>• Adjectival agreement</li> <li>• Ser – 1st and 3rd person plural</li> <li>• Immediate future tense</li> <li>• Introduction of Conditional expression “me gustaría + infinitive”</li> </ul>
<p><b>Term 3 and 4: Free Time</b></p> <p>*Talk about themselves</p> <p>*Express more complex opinions</p> <p>*To use 2 tenses (present and preterite or near future)</p> <p>*Use common irregular verbs in present and past tense</p> <p>*Use more complex structures</p> <p>*Develop their knowledge of Hispanic culture</p> <p>*Translate longer phrases into Sp.</p>	<p><b>T3 and T4 Units:</b></p> <p>Vocabulary relating to Free time</p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Spare time</li> <li>• Weather</li> <li>• Sports</li> <li>• Music</li> <li>• Cinema</li> <li>• Television.</li> </ul>	<ul style="list-style-type: none"> <li>• Infinitive</li> <li>• Giving opinions using “Me gusta + infinitive”</li> <li>• Revision Present tense AR verbs (full paradigm)</li> <li>• Complex structure “Cuando + weather expression+ present”</li> <li>• Intro Preterite tense -AR, -ER, -IR verbs(“I” and “she/he” forms)</li> <li>• Irregular verb (hacer)</li> <li>• Stem changing verb (jugar)</li> </ul>

<ul style="list-style-type: none"> <li>*Take part in longer conversations</li> <li>*Deeper vocabulary knowledge</li> </ul>		<ul style="list-style-type: none"> <li>• Negatives</li> <li>• Immediate future tense</li> </ul>
<p><b>Term 5 and 6: Where I Live</b></p> <ul style="list-style-type: none"> <li>*Talk about themselves and their lives</li> <li>* Describe places in more detail</li> <li>*To use 2 tenses together (present, near future and/or preterite)</li> <li>*Use more complex structures</li> <li>*Develop their knowledge of Hispanic culture</li> <li>*Translate longer, more complex phrases into Sp.</li> <li>*Deeper vocabulary knowledge</li> <li>*Listening for detail</li> </ul>	<p><b>T5 and T6 Units:</b></p> <p>Vocabulary relating to Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> <li>• Where you live</li> <li>• Housing</li> <li>• Places in town</li> <li>• Telling the time (revision of numbers)</li> <li>• Saying what you do in your city</li> <li>• What you are going to do on the weekend.</li> <li>• Food and drink (in a cafe)</li> <li>• Role play vocabulary: ordering food and drinks</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Indefinite articles</li> <li>• Much and many</li> <li>• Irregular verb ir present tense (full paradigm)</li> <li>• Immediate future tense</li> <li>• Negatives</li> <li>• Irregular verb querer</li> <li>• Difference between ser and estar</li> </ul>
<b>YEAR 9 (Intro GCSE course)</b>		
<p><b>Term 1 and 2 Travel and tourism: Holidays</b></p> <ul style="list-style-type: none"> <li>*To use 3 tenses (present, preterite, future and/or imperfect)</li> <li>*Express opinions with reasons, justifications, details and reference to three time frames (present, future and past)</li> <li>* Describe places and people in more</li> </ul>	<p><b>T1 and T2 Units:</b></p> <ul style="list-style-type: none"> <li>• Where you normally go on holidays</li> <li>• Summer activities</li> <li>• Weather</li> <li>• Past holidays</li> <li>• Accommodation</li> <li>• Booking a room</li> <li>• Complains</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Preterite tense of Ir (full paradigm)</li> <li>• Revision Preterite of regular –ar, -er, and –ir verbs</li> <li>• Preterite of stem changing verb – sacar</li> <li>• More complex structures “Si hace sol, voy a ... or - cuando hace...”</li> <li>• Frequency words</li> <li>• Time expressions</li> </ul>

<p>detail</p> <ul style="list-style-type: none"> <li>*Take part in longer conversations</li> <li>*Translate short passages into the target language (covering 3 tenses and some complex structures)</li> <li>*Increase vocabulary knowledge of different topics</li> </ul>	<ul style="list-style-type: none"> <li>• Future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Introduction Imperfect tense (“I” and “she/he” forms)</li> <li>• Revisit Future expressions and future tenses</li> <li>• Past opinions</li> <li>• Negatives</li> </ul>
<p><b>Term 3 and 4: Identity and Culture-Free time</b></p> <ul style="list-style-type: none"> <li>*To use 4 tenses (present, preterite , imperfect and immediate future) *Express opinions with reasons, justifications, details and reference to three time frames (present, future and past)</li> <li>*Using adverbs</li> <li>* Describe places and people in more detail</li> <li>*Take part in longer conversations</li> <li>*Translate short passages into the target language (covering 3 tenses and some complex structures)</li> <li>*Increase vocabulary knowledge of different topics</li> </ul>	<p><b>T3 and T4 Units:</b></p> <ul style="list-style-type: none"> <li>• Revision Free time activities</li> <li>• Music-Tv- films</li> <li>• Social media</li> <li>• Hobbies</li> <li>• Sports</li> <li>• What is trendy (intro perfect tense)</li> <li>• Role models</li> <li>• Festivals</li> <li>• Special days</li> </ul>	<ul style="list-style-type: none"> <li>• Revision Present tense regular –AR, -ER, -IR verbs (full paradigm)</li> <li>• Present tense stem changing verbs</li> <li>• Opinions (own and other people), plural agreement of opinions (me gustan)</li> <li>• Definite and indefinite articles.</li> <li>• Adjectival agreement</li> <li>• Comparatives</li> <li>• Preterite tense regular verbs</li> <li>• Preterite tense of irregular verbs hacer, jugar, ver, ir</li> <li>• Verb soler + infinitive</li> <li>• Using the preterite/imperfect and present together.</li> <li>• Irregular verbs Jugar and hacer using the imperfect tense</li> <li>• Introduction Perfect tense</li> </ul>
<p><b>Term 5 and 6: Local area and My city</b></p> <ul style="list-style-type: none"> <li>*To use 4 tenses (present, preterite , imperfect and near future) plus the simple future and conditional tenses</li> <li>*Express opinions with reasons, justifications, details and reference to three time frames (present, future and past)</li> </ul>	<p><b>T5 and T6 Units:</b></p> <p>Vocabulary relating to Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> <li>• House</li> <li>• Places in town</li> <li>• Directions</li> <li>• Local area</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between ser and estar</li> <li>• Contractions of definite articles (a+el = al)</li> <li>• Se puede(n)+ infinitive</li> <li>• verb-noun agreement</li> <li>• Conditional tense</li> <li>• Future tense</li> <li>• Using three tenses together</li> </ul>

<ul style="list-style-type: none"> <li>* Describe places and people in more detail</li> <li>*Take part in longer conversations</li> <li>*Translate short passages into the target language (covering 3 tenses and some complex structures)</li> <li>*Increase vocabulary knowledge of different topics</li> </ul>	<ul style="list-style-type: none"> <li>• Saying what you can do in your area</li> <li>• Shopping</li> <li>• Problems in town</li> <li>• Ideal town</li> <li>• Role play</li> <li>vocabulary: clothes shopping and going out with your friends</li> </ul>	
<b>YEAR 10 (GCSE course)</b>		
<b>Term 1 and 2: My family and friends</b> <ul style="list-style-type: none"> <li>*To use 3 tenses confidently (present, near future and preterite)</li> <li>*Use more advanced grammatical structures (negatives, comparatives, superlatives...)</li> <li>*Produce expressions of opinion to refer to different people, in different tenses</li> <li>*Translate into the target language longer passages containing a variety of vocabulary and grammatical structures</li> <li>*Deeper vocabulary knowledge of a wider range of topics and expressions</li> </ul>	<b>T1 and T2 Units:</b> <ul style="list-style-type: none"> <li>• All about me (revision)</li> <li>• Family</li> <li>• Friendship/relationships</li> <li>• Describing other people</li> <li>• Revision Free time</li> <li>• Reading</li> <li>• Social media</li> <li>• Going out</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectival agreement</li> <li>• Describing people</li> <li>• Ser vs Estar</li> <li>• Questions</li> <li>• Negatives</li> <li>• Future tense</li> <li>• Revision of Immediate future tense</li> <li>• Present continuous tense</li> <li>• Present tense stem changing verbs poder, querer</li> <li>• Adverbs of time</li> <li>• Demonstrative adjectives</li> <li>• Using 3 tenses together</li> </ul>
<b>Term 3 and 4: Costumes, festivals and daily routine</b> <ul style="list-style-type: none"> <li>*To use 4 tenses confidently (present, near future and preterite) plus the imperfect and simple future</li> <li>*Understand and use reflexive verbs</li> <li>*Initiate and develop conversations on a variety of topics.</li> <li>*Produce expressions of opinion to refer</li> </ul>	<b>T3 and T4 Units:</b> <ul style="list-style-type: none"> <li>• Mealtimes</li> <li>• Daily routine</li> <li>• Chores</li> <li>• Illnesses</li> <li>• pharmacy role plays)</li> <li>• Festivals and celebrations</li> <li>• At the restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense reflexive verbs</li> <li>• Using modal verbs + infinitive</li> <li>• Intro passive voice</li> <li>• Revision of comparisons and superlatives</li> <li>• Other expressions followed by infinitive verbs</li> <li>• Using four time frames</li> <li>• Conditional tense</li> <li>• es mejor/sería mejor/más vale/más</li> </ul>

<p>to different people, in different tenses</p> <p>*Translate into the target language longer passages containing a variety of vocabulary and grammatical structures</p> <p>*Deeper vocabulary knowledge of a wider range of topics</p>	<ul style="list-style-type: none"> <li>• Role models</li> </ul>	<p>valdría</p> <ul style="list-style-type: none"> <li>• Using 4 tenses together</li> </ul>
<p><b>Term 5 and 6: My School</b></p> <p>*To use 4 tenses confidently (present, near future and preterite) plus the imperfect and simple future</p> <p>*Produce expressions of opinion to refer to different people, in different tenses</p> <p>*Translate into the target language longer passages containing a variety of vocabulary and grammatical structures</p> <p>*Deeper vocabulary knowledge of a wider range of topics</p>	<p><b>T5 and T6 Units:</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Teachers</li> <li>• Describing your school</li> <li>• Rules &amp; regulations</li> <li>• Uniform</li> <li>• After School clubs</li> <li>• School exchanges</li> <li>• Future plans</li> <li>• Revisión: My city and My holidays taught in Y9</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective Agreement revision</li> <li>• Comparisons and superlatives</li> <li>• Use of 4 different tenses</li> <li>• Use of articles before nouns</li> <li>• Complex opinions</li> <li>• Direct object pronouns</li> <li>• Possessive adjectives</li> <li>• Expressions followed by infinitive</li> <li>• Revision of past tenses and irregular verbs.</li> <li>• Future expressions</li> <li>• Future tense</li> <li>• Use of “Si fuera...+ conditional”</li> <li>• Idioms</li> </ul>
<p><b>YEAR 11 (GCSE course)</b></p>		
<p><b>Term 1 and 2: Future plans, study and work</b></p> <p>*Use combinations of different tenses (present, preterite, future, imperfect, perfect,pluperfect,subjunctive...)</p> <p>*Initiate, develop, sustain and expand longer conversations and discussions independently.</p> <p>*Translate into the target language longer</p>	<p><b>T1 and T2 Units:</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> <li>• Pocket money</li> <li>• Work experience</li> <li>• Use of languages outside the school</li> <li>• Applying for Jobs-CV</li> <li>• Future plans</li> <li>• Gap year</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 4 different tenses</li> <li>• Infinitive constructions</li> <li>• Infinitive of reflexive verbs</li> <li>• past continuous</li> <li>• Subjunctive</li> <li>• use of lo in lo que and lo + adjective</li> <li>• Si clauses with present and future</li> <li>• Double verb structures (tener la intención de/tener ganas de/tener el derecho de)</li> </ul>



<p>passages containing a range of less common vocabulary and more complex grammatical structures.</p> <p>*Deeper vocabulary knowledge of a wider range of topics and use of uncommon words</p>		<ul style="list-style-type: none"> <li>• Perfect tense + desde hace</li> <li>• Use of quisiera to express ambitions</li> </ul>
<p><b>Term 3 and 4: Global and international dimension</b></p> <p>*Use combinations of different tenses (present, preterite, future, imperfect, perfect,pluperfect,subjunctive...)</p> <p>*Initiate, develop, sustain and expand longer conversations and discussions independently.</p> <p>*Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures.</p> <p>*Deeper vocabulary knowledge of a wider range of topics and use of uncommon words</p>	<p><b>T3 and T4 Units:</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Being eco friendly</li> <li>• Healthy lifestyle</li> <li>• Global issues</li> <li>• International events</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 4 different tenses</li> <li>• Modal verbs deber/tener que/hay que + infinitive</li> <li>• si clauses</li> <li>• Conditional</li> <li>• querer + infinitive</li> <li>• Subjunctive (querer que, para que)</li> <li>• Imperfect continuous</li> <li>• Si +subjunctive imperfect + conditional (si fuera.../si tuviera que...)</li> <li>• Es importante que + subjunctive</li> <li>• Verbs of emotion + subjunctive (me preocupa que/me molesta que)</li> </ul>
<p><b>Term 5 Revision and preparation for assessment: Multi theme</b></p>	<p><b>T5 Units:</b></p> <ul style="list-style-type: none"> <li>• Exam techniques</li> <li>• Revision all themes</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of key verbs in different tenses</li> <li>• Use of 4 different tenses</li> <li>• Complex structures</li> <li>• Idioms</li> </ul>