



## Year 9 Spanish - Curriculum Overview and KS3 Progress Descriptors 2023/24

### Aims and Rationale

Winter HT 1: GCSE Viva 3 Module 2. (Listening and Reading/Translation 1)  
Winter HT 2: Consolidation and Assessment of Module 2 (Writing 1)  
Spring HT 1: GCSE Viva 3 Module 1. Consolidation and Assessment of Module 1 (Speaking 1).  
Spring HT 2: GCSE Viva 3 Module 1. (Reading and Translation 2)  
Summer HT 1: GCSE Viva 3 Module 3. Preparation for the End of Year Exam (Reading).  
Summer HT 2: Feedback of End of Year Exam. Cultural Projects (Hispanic Project and Zipi y Zape film study).

### Curriculum Content

Viva 3 Module 2: Talking about school and GCSE plans. Opinion phrases, adjectival agreements and comparative and superlatives. Preparation for the Reading / Translation assessment.  
Viva 3 Module 1: Talking about holidays. Revision of present tense. Introduction and formation of preterite tense. Introduction to the imperfect tense. Introduction and preparation of writing and speaking skills for assessment.  
Viva 3 Module 3: Talking about and describing family and friends. Consolidation of the present tense, adjectival agreements. Introduction to reflexive verbs.

### Key Terms/Themes

#### Vocabulary

Students will be able to recognise language concerning and to describe: Likes and dislikes, school subjects, free time activities, the weather, time, future plans, holidays, booking hotel accommodation, family members and friends and personal descriptions.

#### Grammatical structures

Students will be able to recognise and use: the present tense with regular AR, IR, and ER verbs, some key irregular verbs in the present tense (Ser, Tener, Hacer, Jugar, Ir), the near future and the preterite. Some students will be able to recognise and use the imperfect tense.

#### Linguistic skills

Students will develop the ability and confidence to: express themselves both in writing and orally in more developed and fluid sentences, prepare for and carry out extended productive assessments, understand and respond to more complex written and aural texts.

### How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range



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and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

	<b>Developing</b>	<b>Secure</b>	<b>Advancing</b>	<b>Excelling</b>
<b>Listening, Speaking, Reading and Writing</b>	<ul style="list-style-type: none"> <li>● Pupils at this level can produce short phrases of writing or speech with a few details changed from a model version. Their written and spoken language may often have errors, but communicates some information.</li> <li>● Pupils at this level can understand parts of a short passage that they hear/read covering a variety of topics. They may understand gist and occasional detail.</li> <li>● Pupils at this level are able to translate, with support, short phrases, generally successfully using a limited range of grammar and vocabulary that is sometimes memorised.</li> <li>● Pupils at this level may ask simple questions about topics and can work independently on areas of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils at this level can produce short pieces of writing or speech using some variety of vocabulary and grammar drawn from KS3. Their written and spoken language has some errors but is more accurate than inaccurate.</li> <li>● Pupils at this level can understand short passages that they hear/read covering a variety of topics. They use some appropriate strategies to elicit answers, often successfully, and can understand gist and some detail.</li> <li>● Pupils at this level are able to translate short passages generally successfully, using grammar and vocabulary that they have partially memorised.</li> <li>● Pupils at this level ask simple questions about topics and can work independently on areas of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils at this level can produce with reasonable success extended pieces of writing or speech, using a variety of vocabulary and grammar drawn from all of KS3. Their written and spoken language has some errors but is generally accurate.</li> <li>● Pupils at this level can understand more than half of a longer passage that they hear/read covering a variety of topics. They use appropriate strategies to elicit answers, often successfully, and can understand gist and a lot of detail.</li> <li>● Pupils at this level are able to translate extended passages often successfully, using grammar and vocabulary that they have often memorised.</li> <li>● Pupils at this level ask more detailed questions and can work independently for sustained periods on areas of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils at this level can successfully produce extended pieces of writing or speech, using a wide variety of vocabulary and grammar drawn from all of KS3. Their written and spoken language has very few errors which are usually minor in nature.</li> <li>● Pupils at this level can understand longer passages which they hear/read covering a variety of topics. They can use appropriate strategies to elicit answers successfully and can understand gist and most detail.</li> <li>● Pupils at this level are able to translate extended passages into French/English, using grammar and vocabulary they have successfully memorised.</li> <li>● Pupils at this level ask insightful questions about topics and can work independently on areas of personal interest.</li> </ul>