



YEAR 7

Term 1 – All about me and my family  
Term 2 – Free time activities, sport and music  
Term 3 – My home

Identify gist and some detail in face-to-face exchanges, spoken passages, stories and/or songs.  
Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts.  
Interpret speakers’ intentions from intonation and tone of voice.  
Construct and generate language, using the knowledge organiser. Make effective use of simple verbal or visual prompts in order to take part in conversations.  
Plan and present short sentences, speaking clearly and with accurate pronunciation.  
Engage listeners’ attention through expression and non-verbal techniques.  
Identify main points and some detail in written passages, stories, songs or poems.  
Use knowledge of word forms, syntax and context to engage with some unfamiliar but accessible language in a text.  
Use sentences and paragraphs as models for writing.  
Make effective use of familiar language in different text types.  
Investigate aspects of Spanish/Hispanic life and compare with British life, noting similarities and differences.  
Explore interests of young Spanish/Hispanic people and compare with young British people.  
Reflect on and challenge stereotypes.  
Apply knowledge of common sound patterns and accents.  
Build and use in new contexts high-frequency words.  
Use knowledge of gender and plural forms to make changes to words and phrases.  
Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences.  
Understand and use present tense forms of high-frequency verbs and examples of past and other tense forms for set phrases.  
Understand and use some common question types in different contexts.  
Understand and use confidently some common negative forms in different contexts.  
Identify patterns of pronunciation, word formation, word order, grammatical structure and sentence structure in Spanish.  
Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings.  
Compare words, phrases, spellings, punctuation, sentence structure and grammatical structures in Spanish with English and/or any other language they know well.  
Use previous knowledge context and other clues to work out the meaning of what is heard/read.  
Make appropriate and effective use of knowledge organiser and/or dictionary to aid understanding, build vocabulary and develop speaking and writing.  
Read aloud written text with increasing fluence, accuracy and expression, showing awareness of meaning.  
Evaluate and improve the quality of speech and writing.

Term 1:  
Q1 Hola, ¿cómo te llamas?  
Hello, what’s your name?

Q2 ¿Cuántos años tienes y cuándo es tu cumpleaños?  
How old are you and when is your birthday?

Q3 ¿Cuál es tu color favorito? What is your favourite colour?

Q4 ¿Cuántas personas hay en tu familia?  
How many people are there in your family?

Term 2  
Q1 ¿Tienes mascotas?  
Do you have any pets?

Q2 ¿Cómo es tu familia?  
What is your family like?

Q3 ¿Cómo te llevas con tu familia?  
How well do you get on with your family?

Q4 ¿Dónde vives?  
Where do you live?

YEAR 8

Term 1 – Free time activities, music and film  
Term 2 – My town and Free time activities  
Half Term 5 – Holidays  
Half Term 6 – Film study

Understand spoken and written information (at near normal speed) on the topic of free time activities.  
Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.  
Identify and use specific language on the topic of free time for a range of communicative functions.  
Plan and carry out conversations, pupil to pupil/pupil to teacher on the topic of free time.  
Use some complex language in the past, present and future tense.  
Use simple idioms relating to the topic.  
Develop vocabulary through contact with authentic materials e.g., Song/story/poem.  
Give personal response to written texts on the topic of free time activities.  
Investigate traditions/customs that do not exist in our culture.  
Identify and recall common exceptions to the usual patterns of sounds and spellings.  
Apply knowledge of gender and plural forms in written and spoken form.  
Understand and use a range of verb forms referring to the past, present and future events relating to free time activities.  
Understand and use a range of question types and negative forms.  
Identify patterns of pronunciation, word order, grammatical structures and sentence structures in Spanish.  
Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings.  
Compare words, phrases, spellings, punctuation, sentence structures in Spanish with English and/or French/German.  
Use previous knowledge, context and other clues to work out meaning of what has been read or heard.  
Make appropriate use of knowledge organiser and/or dictionary to aid understanding, build vocabulary and develop speaking and writing.  
Read aloud written text with increasing fluency, accuracy and expression, showing awareness of meaning.  
Evaluate and improve the quality of speech, writing and ability to understand the spoken and written word.

Term 1

Q1 ¿Qué piensas de tus profesores?  
What do you think of your teachers?

Q2 Describe tu horario  
Describe your timetable

Q3 ¿Cómo es tu instituto?  
What is your school like?

Q4 ¿Te gusta tu uniforme? Do you like your uniform

Term 2  
¿Cuál es tu música favorita? (4 marks)  
What is your favourite type of music?  
¿Donde vives?  
Where do you live?  
¿Qué haces en tu ciudad? (4 marks)  
What do you do in your área?  
¿Dónde te gustaría visitar? (4 marks)  
Where would you like to visit?

YEAR 9

Term 1 – Free time activities, sports and lifestyle  
Term 2 – My home and local area  
Half Term 5 – Technology and Social Media  
Half Term 6 – Family and Relationships

Understand longer sequences of speech, noting relevant points of verbal feedback and discussion.  
Listen to authentic speech from different sources/regions.  
Listen for language variation in formal and informal contexts with the use of tu vs usted.  
Adapt the degree of formality of language to suit different situations.  
Make extended and/or frequent contributions to classroom talk.  
Add interest through extended sentences and imaginative use of vocabulary.  
Identify and summarise evidence from text to support or refute ideas.  
Develop vocabulary through contact with authentic materials e.g., Song/story/poem.  
Infer attitudes, feelings and points of view in a text by reading between the lines and listening to tone of voice.  
Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.  
Explain predominant belief and values, showing awareness of perspectives that may differ from British values.  
Understand how attitudes towards other countries and world events may differ from British culture.  
Identify and recall common exceptions to the usual patterns of sounds and spellings and put into practice when speaking in Spanish.  
Develop and refine use of vocabulary by adding knowledge of word families and words with close meanings.  
Apply knowledge of gender and plural forms in written and spoken form.

Term 1

Q1 ¿Dónde fuiste de vacaciones?  
Where did you go for holidays ?  
Q2 ¿Qué hiciste en tus vacaciones? What did you do on your holidays?  
Q3 ¿Qué deportes te gusta hacer o a qué deportes te gusta jugar? ¿Por qué?  
What sports do you like to do/play and why?  
Q4 ¿Qué actividades haces en tu tiempo libre? What activities do you do in your free time?

Term 2  
Q1 ¿Qué hacías en tu tiempo libre? ¿Y en el futuro? What did you used to do in your free time and what are you going to do in the future?  
Q2 Háblame de tu dieta  
Tell me about your diet()  
Q3 ¿Qué te pasa?  
Whats wrong with you? (describing pain/illness)

Q4 ¿Dónde vives?  
Where do you live?