

Y9 Spanish Scheme of work

Autumn Term: 14 weeks = 68 x 50 min lesson = 56 hours

Spring Term: 12 weeks = 48 x 50 min lesson = 40 hours

Summer Term: 12 weeks = 48 x 50 min lesson = 40 hours

- **Each topic must be delivered following the Extensive Processing Instruction:**

Steps	Sequence of lessons	Meaning https://gianfrancoconti.com/2020/01/09/my-approach-extensive-processing-instruction-e-p-i-an-important-clarification-in-response-to-many-queries/
Modelling Awareness-raising	L1 (+L2 depending on cognitive load)	“presenting the target L2 chunks and patterns and how they work in highly comprehensible and structured contexts. They include worked examples which reduce cognitive load and enhance language awareness”
Receptive processing	L3+4	“intensive phase of listening and reading tasks (RECEPTIVE PROCESSING PHASE) involving lots of comprehensible input, thorough processing and input-flooding (lots of repetition – quite repetitive and structured for weaker learners and less structured for stronger ones)”
Structured production 1 st – speaking 2 nd – writing	L5	highly structured forced (controlled) output tasks which recycle every single chunk you have just modelled as well as ‘old’ ones (from previous lessons). The interactive reading aloud activities (e.g. Mind reading, Sentence stealer, Sentence chaos, Liar liar) you will stage at the beginning of this phase are only meant to practice decoding skills and articulatory fluency. They are desirable with weaker learners with poor or emerging decoding skills and are solely aimed at developing the students’ mastery of the phonotactics of the language (an important sub-set of decoding skills), which is an important prerequisite of fluency.
Expansion	(L6)	“focus on the grammar underlying the chunks and patterns in more detail and provide consolidating practice (highly controlled still, to avoid cognitive load). In some cases (e.g. for verb conjugations and agreements in Spanish) you have to, if you want to increase the generative power of the target L2 chunks.”
Autonomy	L6	This phase is KEY if you want to attain fluency and spontaneity. In this phase you gradually wean the students off the sentence builder. This phase includes my oral / interactive translation games (No snakes no ladders, Communicative translation drills, Chain reaction, Oral Ping-Pong, etc.), traditional drills and highly structured communicative tasks which – based on the principles of ‘Task naturalness’, ‘Task usefulness’ or ‘Task essentialness’ – force the students to use the target chunks.
Routinization and Spontaneity (after 2/3 SBs taught)	Every 2 or 3 SBs	Learning to use the target chunks creatively

Communicative function		Expressing likes + dislikes and explain + what hobbies others like and dislike				
week	Sub-functions	target constructions	vocabulary phonetics	grammar/ misconceptions	question skills	recycling
3 weeks	Talking about future plans for holidays	opener + verbs + detail + opinion + justification	means of transport activities for holidays /j/ /a/	Near future 1 st person of singular + plural		free time activities family members verb "ir" opinion justification
	Assessment: Dictation Vocab test week 1/2 teacher marked					
1 week	Talking about future plans for holidays	opener + verbs + detail + opinion + justification	means of transport activities for holidays	full paradigm of "ir" for higher sets		
	Assessment: grammar					
Communicative function		Describing routine behaviour in the present and indicating time and expressing opinions				
1 week	Comparing people's appearance and personality	family member + es + más/menos/tan + adjective + que + family member	adjectives to describe personality /rr/ /ñ/ /j/ /qu/	comparative adjective agreement tan vs como	¿Cómo es tu familia?	describing personality physical and character to be family members
1 week	Assessment: grammar + writing Vocab test week 1/2 peer-assessed					
Communicative function		Can describe objects in terms of size and colour				
1 week	Talking about clothes and accessories I	Expressions about the weather + verb + noun	types of weather items of clothing some places in town adverbs of frequency	adjectival agreements 1 st person of singular AR verbs		time markers adverbs of frequency colours adjective agreements

To be carried on next half-term	wear, how frequently and when	+ adjective + justification	/ch/ /j/ /z/			family member justification
Employability Skills: Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive						
Career links → Tour manager: https://www.unifrog.org/student/careers/keywords/tour-manager						
NC Links: G &V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8						

October half-term

Week	Sub-functions	target constructions	vocabulary	grammar	question skills	recycling
3 weeks	Talking about clothes and accessories I wear, how frequently and when	Expressions about the weather + verb + noun + adjective + justification	types of weather items of clothing some places in town adverbs of frequency /ch/ /j/ /z/	adjectival agreements 1 st person of singular AR verbs		time markers adverbs of frequency colours adjective agreements family member justification
1 weeks	Assessment: listening and translation Vocab test week 2/3 peer-assessed					
1 week	Talking about clothes and accessories I wear, how frequently and when	Expressions about the weather + verb + noun + adjective + justification	types of weather items of clothing some places in town adverbs of frequency /ch/ /j/ /z/	revision of present tense "AR" verbs and "tener"		time markers adverbs of frequency colours adjective agreements family member justification
Assessment: Grammar → tener + AR verbs + adj agreements						
Communicative function		Describing routine behaviour in the present and indicating time and expressing opinions				
2 weeks To be carried on next half-term	Talking about weather and free time	when + weather + verb + activity	weather places in town	full paradigm of verbs "hacer, jugar, ir"		clothes free time family members numbers sports and hobbies
Employability Skills: Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive						
Career links → Restaurant manager: https://www.unifrog.org/student/careers/keywords/restaurant-manager						

NC Links: G &V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8

Christmas Holidays

2 weeks	Talking about weather and free time	when + weather + verb + activity	weather places in town	full paradigm of verbs “hacer, jugar, ir”		clothes free time family members numbers sports and hobbies
1 week	Assessment: writing Vocab test week 2/3 peer-assessed					
Communicative function		Making plans, making suggestions and making excuses				
2 weeks	Making after school plans with a friend pre-intermediate to intermediate pg110	Asking questions and answers about arrangements + express time	free time activities	interjections Asking questions	numbers places in town near future	
1 week	Assessment: speaking: writing a dialogue in pairs Vocab test week 1/2 peer-assessed					

February half-term

Communicative function		Describe my local area				
3 weeks	Saying where I live Giving my opinion about where I live	verbs + city + compass + country + opinion + adjectives	compass countries /v/ /ch/ /rr/ /h/ /e/	Vivir full paradigm (IR verbs in present tense) Gustar type verbs ser vs estar		countries vivir 1 st , 2 nd , 3 rd person of singular Me/le gusta
Assessment: Dictation Vocab test week 1/2 peer-assessed						
3 weeks	Describing a visit in your town last weekend	time phrases + verbs in the preterit + details + opinion		preterit: 1 st person of singular key verbs hice/vi/visité + noun phrases	Free time “se puede”	

				fui/jugué + prepositional phrases		
Assessment: writing Vocab test week 1/2 peer-assessed						
May half-term						
Communicative function		Describe my local area				
3 weeks	Saying what there is and isn't where I live + Giving my opinion about where I live + describing a future visit to your town	opener + verb + places in towns + opinion + adjectives	places in towns new adjectives /h/	a lot of + nouns tener Superlative the best vs the worst	hay Me gusta opinion phrases+ justification "ir" near future	
Assessment: listening and reading? Vocab test week 1/2 peer-assessed						
Communicative function		Describing routine behaviour in three tenses				
3 weeks	Describing a typical day in the present, preterit, and near future pre-intermediate to intermediate pg121	Usually during the week + verbs + details + opinion Past time phrase + verbs + details + opinion Future time phrase + modal verbs + details + opinion	brainstorming all vocab covered at KS3	using 3 tenses	free time activities family members adjectives for opinions	
Assessment: writing Vocab test week 1/2 peer-assessed						
Employability	Aiming high	Literacy	Creativity	Numeracy	Leadership	Independence
Communication	Presenting	Teamwork	Problem solving	Staying positive		Listening
Careers Links	Marketing executive: https://www.unifrog.org/student/careers/keywords/marketing-manager					
NC Links: G &V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8						

Homework:

Homework:	should be set according to the hmw timetable
1 st week of teaching a new sentence builder	Blooket in link with the SB content (optional + reward with achiev. pt for students who complete it) or set work on Sentence builder website
2 nd week	Worksheet: Vocabulary building matching the SB
3 rd week:	Reading or exercise in link with SB or set work on sentence builder website tailored to the class ability
4 th week:	Grammar practice